

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180057

Grants.gov Tracking#: GRANT12659095

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180057

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/22/2018

4. Applicant Identifier:

10068542

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Trustees of the University of Pennsylvania

* b. Employer/Taxpayer Identification Number (EIN/TIN):

1231352685A1

* c. Organizational DUNS:

0422507120000

d. Address:

* Street1:

Office of Research Services

Street2:

3451 Walnut Street, 5th Floor

* City:

Philadelphia

County/Parish:

Philadelphia

* State:

PA: Pennsylvania

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

19104-6205

e. Organizational Unit:

Department Name:

0227 - South Asia Regional Stu

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

ELIZABETH

Middle Name:

D

* Last Name:

PELOSO

Suffix:

Title:

AssocVicePres/AssocViceProvost for Research

Organizational Affiliation:

The Trustees of the University of Pennsylvania

* Telephone Number:

2157460234

Fax Number:

2158989708

* Email:

epeloso@upenn.edu

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Title VI National Resource Center Funding and FLAS Fellowship Funding 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant PA-002

* b. Program/Project PA-002

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2018

* b. End Date: 08/14/2022

18. Estimated Funding (\$):

* a. Federal	2,326,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,326,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Ms. * First Name: LEONA

Middle Name:

* Last Name: HOBBS

Suffix:

* Title: Associate Director

* Telephone Number: 2158989984 Fax Number: 2158989708

* Email: PennAORs@lists.upenn.edu

* Signature of Authorized Representative: Ms. LEONA HOBBS * Date Signed: 06/22/2018

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	62,200.00	63,946.00	65,745.00	74,097.00		265,988.00
2. Fringe Benefits	19,717.00	20,271.00	20,841.00	22,059.00		82,888.00
3. Travel	15,800.00	14,600.00	14,600.00	14,600.00		59,600.00
4. Equipment						
5. Supplies	6,450.00	6,450.00	6,450.00	6,450.00		25,800.00
6. Contractual						
7. Construction						
8. Other	124,490.00	131,890.00	118,690.00	127,690.00		502,760.00
9. Total Direct Costs (lines 1-8)	228,657.00	237,157.00	226,326.00	244,896.00		937,036.00
10. Indirect Costs*	18,293.00	18,973.00	18,106.00	19,592.00		74,964.00
11. Training Stipends	328,500.00	328,500.00	328,500.00	328,500.00		1,314,000.00
12. Total Costs (lines 9-11)	575,450.00	584,630.00	572,932.00	592,988.00		2,326,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 37.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180057

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
THE TRUSTEES OF THE UNIVERSITY OF PENNSYLVANIA	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Filled For Validation	Associate Director Office of Research Service
APPLICANT ORGANIZATION	DATE SUBMITTED
The Trustees of the University of Pennsylvania	06/22/2018

Standard Form 424B (Rev. 7-97) Back

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

South Asia Center GEPA (Section 427) Statement

In compliance with all federal and state laws and as one of the largest private employers in the State of Pennsylvania, the University of Pennsylvania mandates full equal opportunity employment practices in the hiring of all faculty and staff, and has a transparent admissions policy that disregards all factors (financial, racial, gender, age, disability, or religious.) other than academic potential for all applicants. The Center opens all South Asia courses and projects to all faculty and qualified students, and opens to the public over 150 events we sponsor annually. We make all facilities accessible to persons using wheelchairs, and we make all events accessible for hearing or sight impaired audience members upon request.

The South Asia Center has a proactive policy of reaching out to all constituencies at Penn and in the larger community. For students and faculty, the Penn Language Center maintains audio/visual and other materials to assist those with disabilities to receive foreign language training. The University maintains a well-funded Program for People with Disabilities through the Office of Affirmative Action and Equal Opportunity Programs, which provide the disabled on campus with readers, software, computers, and other tools to ensure an equal education and full participation in any program. The Center has also played an active role in ensuring a high number of qualified women and minority candidates in Penn's hires of South Asia language and area studies faculty. We also vigorously support women's studies on campus, recruit women and minority speakers for our public events such as the annual "International Women's Day" panel.

We have ongoing faculty and curriculum development projects at colleges such as the Community College of Philadelphia that serve primarily low-income and minority students. We also have been and will be collaborating with minority-serving institutions throughout next grant cycle. Our annual teacher workshop targets inner-city school teachers, in addition to teachers from a wide geographical area, to help strengthen the training of educators from all socioeconomic and regional backgrounds. Schools, teachers, and members of the public can access the South Asia book and film collection at Penn's Library through standard inter-library loan channels. The Center also sends graduate students to K-12 schools, colleges, and universities to lead seminars on the South Asia and to teach language and area studies classes.

Finally, the South Asia Center will launch, in conjunction with the other NRCs on campus, a very rigorous, four-year impact and evaluation plan, in which outreach to underserved constituencies both on campus and in the larger community is a high priority that we measure using a number of evaluation tools. We elaborate on fulfilling the requirements of GEPA in sections 2C and 3B of the proposal.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The Trustees of the University of Pennsylvania

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Mark"/>	<input type="text"/>	<input type="text" value="Lycett"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="820 William Hall, 255 South 36th St"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Philadelphia"/>
County:	<input type="text" value="Philadelphia"/>
State:	<input type="text" value="PA: Pennsylvania"/>
Zip Code:	<input type="text" value="19104-6305"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="2158984490"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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ABSTRACT

The South Asia Center asks the assistance of the US Department of Education in expanding and integrating its activities in three areas: **Increase the direct ties between Penn's faculty research initiatives and our K-16 outreach; and enhance capacity for sustained South Asia expertise and professional development in our affiliate faculty program and outreach to minority serving institutions (AP2, CPP1);** 2) **Enhance breadth and capacity of South Asia expertise at Penn through expanded interdisciplinary initiatives and increased engagement by faculty, schools, and research centers throughout the University; and strengthen relationships to partner institutions in South Asia through increasing shared teaching, scholarly, and capacity building initiatives (AP1);** 3) **Increase student opportunities to develop: a) language and areal expertise; b) to participate in high quality, mentored abroad experiences, and c) to access career resources at all levels across University schools and program (AP1).**

Penn's South Asia Center seeks to continue its long tradition of recognizing and offering innovative responses to new educational needs, producing excellence in South Asian foreign language acquisition, area studies education, and teacher training, and creating experts on South Asia who can serve as national resources in business, industry, government, education, STEM fields, and non-profit professions (AP1). Penn supports five administrative units focused on the study of South Asia: the South Asia Center (SAC), the Department of South Asia Studies (SAST), the South Asia Regional Studies Graduate Group (SARS), the Center for the Advanced Study of India (CASI), and the Penn's Institute of Advanced Study in India (UPIASI), reflecting remarkable academic breadth and scholarly diversity. In combination with the resources of the Penn Language Center (PLC) and our South Asia library holdings, these resources have enabled Penn to train more students with area expertise and award more South Asia degrees than any comparable entity. We now seek help from USED to expand interdisciplinary programs that: 1) focus on established strengths and emerging research priorities; and 2) integrate collaborative research and teaching, capacity building, public education, and scholarly dissemination, and 3) extend our linkages and outreach to additional institutional partners, both in the US and in South Asia. SAST grants BA degrees and language certificates, and MA and PhD degrees are awarded by the faculty of the South Asian Regional Studies Graduate Group (SARS), with representation throughout the Humanities and Social Sciences, and in three of Penn's professional schools.. New institutional commitments to the growth of UPIASI will further enhance Penn's ability to develop its linkages with overseas institutions of higher education.

Penn offers leadership in language pedagogical methods and teaches more modern South Asian languages than any other institution of higher education in the United States. Penn supports this language study with over 150 unique South Asia area courses, unrivaled library research collections, and the integration of area studies within Penn's 12 professional schools through Penn's global strategic framework, student internships, study tours, practicums and clinical experiences, certificate programs, conferences, and growing institutional affiliations with educational partners in South Asia. Our hybrid domestic/overseas course model designed to address changing student educational needs, and an initiative to develop alumni mentoring in South Asia-related careers to identify ways of better preparing graduates with essential global skills, are among the Center's cutting-edge responses to national needs (AP1).

SAC's highly regarded outreach programs address the needs of teachers both locally and nationally through its Summer Institutes and workshops (AP2), offer intensive language training to high school students, and attract rapidly growing constituencies. Building on this, the South

Asia Center seeks USED assistance to partner with Drexel University's School of Education (**NRC CPP2**); to enhance professional development opportunities for our existing Affiliated Faculty network; and expand partnerships with minority-serving institutions Camden Community College, Montgomery County Community College, and the Community College of Philadelphia (**NRC CCP1**). These programs enable area faculty to benefit from Penn's South Asia area studies expertise and library resources. We also seek support to increase the integration of area studies into Penn's professional schools, with particular emphasis on the Graduate School of Education's Doctoral Program in Educational Leadership and Urban Teaching Apprenticeship Program (**NRC CPP2**).

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**UNIVERSITY OF PENNSYLVANIA
SOUTH ASIA CENTER**

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1. PROGRAM PLANNING AND BUDGET

The South Asia Center at the University of Pennsylvania seeks USED support to expand interdisciplinary programs that: 1) focus on established strengths and emerging research priorities; and 2) integrate collaborative research and teaching, capacity building, public education, and scholarly dissemination. **We adopt a framework of four core themes that link interdisciplinary research at Penn with our commitments to curricular and outreach programs.** Each core theme draws upon a wide range of disciplinary approaches in the humanities, social sciences, and professional schools, as well as diverse sources, languages, regional viewpoints, and religious and cultural traditions to include a broad range of perspectives and enable public dialogue about crucial issues in South Asia and global affairs (AP1). Within each core theme, we will pursue the following **three goals**, each of which informs our planned activities: **GOAL 1. Increase the direct ties between Penn's faculty research initiatives and our K-16 outreach; and enhance capacity for sustained South Asia expertise and professional development in our affiliate faculty program and outreach to minority serving institutions** (AP2, CPP1); **GOAL 2. Enhance breadth and capacity of South Asia expertise at Penn through expanded interdisciplinary initiatives and increased engagement by faculty, schools, and research centers throughout the University; and strengthen relationships to partner institutions in South Asia through increasing shared teaching, scholarly, and capacity building initiatives** (AP1); **GOAL 3. Increase student opportunities to: a) develop language and areal expertise; b) participate in high quality, mentored abroad experiences, and c) access career resources at all levels across University schools and programs** (AP1).

In addition to activities directly related to core themes, we seek support for other initiatives, including **Language Pedagogy and Instruction, Arts and Performance, Library Acquisitions and Digital Resources, and other K-16 outreach opportunities.**

Budgeted Activities: These activities: 1) follow directly from the mandates and priorities of the NRC program; 2) strengthen crucial functions of the Center over the four-year grant cycle (see **Table 3C.1: Timeline of SAC Activities**), 3) draw on expertise available at Penn and neighboring institutions; 4) **share costs and staffing** for all campus events with other Penn and off-campus organizations; and 5) demonstrate the vitality and quality of South Asia studies on campus in order to attract the very best students, and create language and area specialists vital to national interests (**AP1**).

A. CORE THEMES (AP1):

1A.1 DIVERSITY, IDENTITY, AND RECOGNITION. (2018-22; Faculty leaders: J. Elias, M. Robb, R. Sreenivasan, and D. Patel)). Building on the Islamic South Asia initiative (2014-18) and faculty strengths in SAST and Religious Studies, this theme explores the formation of religious, community, caste, and political identity in contemporary and historical settings. We seek support to co-sponsor two conferences examining aspects of religious and community diversity: 1) **Comparative Monasticisms**, focusing on the interaction of diverse devotional traditions as they developed in social and institutional settings in the Early Modern and Colonial period; and 2) **Religious Literature and Identity in South Asia**, focusing on the interplay of the Sufi, Bhakti and Sikh literature and religious identity and the recognition of other, different beliefs and identities (**Budget Reference E3ai-ii**). We also seek support to co-sponsor the conference **Diversity, Hegemony, and the Future of Indian Languages**, surveying language realities in modern India on the state and local level, examining historical shifts and

trends in language erosion and migration, exploring the intersection of language populations and political influence, and considering anxieties about India's linguistic future (**E3a**iii).

In conjunction with this theme, we propose to bring Ali Usman Qasmi, from the Lahore Institute of Management Sciences, as a **Short Term Visiting Scholar**. Professor Qasmi has pioneered multi-institution, international teaching across the India-Pakistan border. As part of his work with Penn, we will develop a course to be taught jointly at Penn and LUMS with faculty and students from both institutions linked through digital conferencing and shared projects (**A3a** and **E3f**). With this opportunity as a model, we will collaborate with Penn's Price Lab for Digital Humanities to develop future digital pedagogy programs at Penn and partner institutions in South Asia

In conjunction with this and all remaining core themes discussed below, we will conduct **K-16 outreach, and public programming** (AP2). We will develop two *Educator Workshops* specific to this theme as well as a weeklong *Summer Institute for Educators*. These events will include the production of *Lesson Plans and Curricular Resources*, which will be available as online, *open-access resources* for educators. In conjunction with the Middle East Center, we will initiate the *Global Public Affairs Forum* as an ongoing speaker series on crucial international issues for the general public. One to two presentations per year will draw from our core themes and focus on South Asia. Additional presentations will include other world areas and allow for diverse comparative perspectives (see section 9A, Budget reference **E1a** & **E1b**ii).

We will support **professional development in our affiliate programs** through *Affiliate Summer Workshops* organized around core themes. These intensive two-day workshops, initiated at the request of our current affiliate faculty, will invite specialists to introduce state-of-the-art research and literatures on topics from our core themes. This experience will provide both

opportunities for professional development and curriculum development to faculty teaching in institutions without specialized South Asia programs. We will also provide *Faculty Training Stipends for Course Module Development* to affiliate faculty and faculty in area MSIs and community colleges to develop course modules with significant South Asia content. Penn faculty will provide mentorship and area studies resources to complement these stipends (9B; E2a-c).

In addition to support for workshops and conferences described above, we will build **breadth and capacity of South Asia expertise at Penn** through *course development grants*, encouraging the introduction of new interdisciplinary courses focused on each core theme, with preference for courses on current topics and preference for courses with an abroad component (E3a-d). This activity will contribute to internationalizing the undergraduate curriculum and create new experiential courses on contemporary South Asian society, the two greatest curricular needs identified in our survey of South Asia Alumni (2014-18). In addition, we propose to invite one *short-term visiting scholar* per theme to participate in our academic programs and develop curriculum applicable to their home institution. Scholars will be recruited from institutions in South Asia with preference for junior faculty with significant potential as judged by their scholarly research and publications record. Scholars will be nominated by faculty organizing core thematic events and chosen by consensus of the SAC faculty Advisory Board (E3g).

Short term visiting scholarships will help **broaden and strengthen relationships to partner institutions in South Asia.** We also intend to hold two *capacity-building workshops* per year, at least one of which will center on a core theme. These workshops will introduce state-of-the-art research methodologies or analysis for advanced students and faculty at participating institutions. Each year, one workshop will be held at a partner institution in South Asia and one at Penn. We also propose to enhance participation of our South Asian colleagues by increasing *support for*

conference participation for junior scholars in partner institutions. Penn faculty and students will benefit directly from these broadened ties. Because partner institutions are critical to the success of our *mentored experiential programs for students*, undergraduate, graduate, and professional school students will also gain greater access to study abroad and internship opportunities (E3h).

Course develop initiatives and scholarly events directly increase student opportunities to develop areal expertise and participate in public debate of crucial issues. The Center has pioneered expanded opportunities for *mentored experiential programs* through our CU in India model of embedded study abroad and through our development of the South Asia Research internships to create experiential opportunities in an expanded range of fields and settings.

1A.2 HEALTH, CHILDHOOD, AND THE LIFESPAN (2018-22; Faculty Leaders: J. Behrman; W. Grube, R. Sreenivasan). Building on earlier initiatives on Health and Society (2010-14) and STEM in South Asia (2014-18), this theme will explore the interrelations of health, nutrition, demography, education and policy. Taking advantage of Penn's strengths in global health, demography, and education (Center for Global Health, Perlman School of Medicine; Center for Global Woman's Health, Penn Nursing; Penn Population Studies Center; Penn GSE International programs) and faculty strengths in Public Health, Sociology, Anthropology, South Asian Studies, and Economics, we plan to support two faculty-led interdisciplinary workshops on **Childhood in South Asia** (E3bi). These events will bring researchers and practitioners in education, policy, and health sciences into dialog on investment and outcomes in a region with the world's largest population of children under the age of five. In collaboration with the Center for Women's Health, we will sponsor a workshop on **Pedagogies for Increasing Nursing Capacity through Global Partnerships** (E3bii). This event will develop approaches to teaching clinical decision-making skills, identify curricular

gaps, and strengthen nursing research. The results will directly inform the Global Nursing Fellows program in its existing relationships with nursing programs in India including Himalayan College of Nursing, Dehradun, Cristian Medical College, Vellore, and IKP Centre for Technologies in Public Health, Thanjavur. We will also provide areal studies and language support to the School of Nursing's existing and developing study abroad programs as part of this effort. We will co-sponsor the **Wolf Humanities Center's 2019-20 Forum on Kinship** to consider kinship, gender, and cultures and representations of parenting, family, and childhood in South Asia (**E3biii**).

1A.3 HUMAN ENVIRONMENTS OF SOUTH ASIA (2020-21; Faculty Leaders: K.

Morrison, M. Lycett, N. Anand). This initiative builds on Penn's strengths in the environmental research and policy (Penn Program on the Environmental Humanities; Initiative for Global Environmental Leadership, Wharton; Kleinman Center for Energy Policy, PennDesign) and on ongoing research projects involving Penn's faculty and students. We plan to sponsor events that highlight these strengths, while pursuing capacity building with partners in South Asia. We will sponsor a three-part workshop on the **Environmental Humanities and Sustainable Futures**, to be held at ATREE (Ashoka Trust for Research and Education on the Environment), Bangalore (2018), Ashoka University, Haryana (2019), and Penn (2020) (**E3ci**). In conjunction with this theme, we will co-sponsor a conference on **Migration and Population History** with Anthropology and the Penn Museum (**E3cii**). This event builds on *Genomic Diversity in South Asia and Its Implications for the Population History of Modern Humans*, an interdisciplinary panel presented by the American Association of Physical and Anthropology and American Association of Anthropological Genetics, and will bring cutting-edge genomic research into conversation with archeology, linguistics, ethnography, and cultural history. We

will also sponsor **two interdisciplinary faculty workshops** exploring climate change, energy infrastructure, and environmental inequality (**E3ciii**).

1A.4 THE CITY IN SOUTH ASIA (2021-22; Faculty Leaders: L. Mitchell, N. Anand, A. Mathur). In this theme, we explore the range of urban experience in South Asia as well as its urban pasts and futures. South Asia has both some of the world's largest cities and an enormous range of settlement size and experience. Penn has well developed strengths in global urban studies within the Penn Urban Research Institute, and its programs including the Center for Globalization in an Urban World, Food Security in a Rapidly Urbanizing World, and the Mellon funded Humanities + Urbanism + Design Initiative. These programs complement South Asia specific faculty strengths in SAST and Anthropology, as well as PennDesign. We seek funding to co-sponsor **Political Representation and Intermediaries in Urban South Asia**, a conference building on a series of SAC sponsored workshops on *India and South Asia's Politics in Its Vernaculars*, held in 2016 and 2018 (**E3di**). Building on earlier initiatives of PPEH and PennDesign, we will sponsor a faculty led workshop on **the Built Environment and Urban Infrastructure**, focusing on the interplay of legacy infrastructure and rapid growth as conditions of South Asia's urban experience (**E3dii**). Finally, we propose one additional workshop addressing **the City as Historical Symbol and Aspirational Future**, bringing into conversation the important role cities have played in understanding South Asian history and civilization, and the vision of new cities as social and cultural project (**E3diii**).

B. OTHER INITIATIVES:

1B.1 SOUTH ASIA IN GLOBAL KNOWLEDGE PRODUCTION (2019-20; Faculty Leaders: D. Patel, D. Soneji; D. Ali; M. Lycett). This initiative will explore the changing geographies and intellectual frameworks of areal studies and inter-regional comparisons. In

conjunction with the 70th anniversary of Penn's South Asian Studies program, we will co-sponsor 2 events with SAST: **Frameworks for Knowledge: Globalization, International, and Areal Studies in South Asia**, a one-day conference exploring comparative approaches, global public cultures, and their relation to deep areal knowledge (E3ei); and **Penn in South Asia**, a retrospective exploration of the contribution of Penn's faculty and alumni to South Asian Studies (E3eii). We will also join with SAST to co-sponsor **New Cultural Histories of South India**, a two-part conference exploring sources for the politics of cultural production in this region (E3eiii). We will collaborate with the Penn Museum to co-sponsor **The Pre-modern Indian Ocean: African and South Asia as a Global System**, a conference examining the circulation of knowledge and material prior to European colonization (E3eiv).

1B.2 LANGUAGE TEACHING AND LANGUAGE PEDAGOGY TRAINING remain central to our mission. We request funds to continue SAC's daylong pedagogy workshops, which all language faculty are required to attend (E3j). We also request funds to support SASLI (7C.2, E3k). SASLI will use these funds, in combination with student tuition payments, to support instructional staff salaries thus subsidizing low enrollment courses.

1B.3 ARTS AND PERFORMANCE (Faculty Leaders: D. Soneji, J. Sykes). Building on the success of two SAC-funded initiatives held in Fall 2017, *Bharatanatyam: Performance, History, Memory*, a two-day residency exploring the vernacular histories of courtesan dance, and the *SAC Artist's Residency*, which brought Chennai-based artists to Philadelphia as an extension of their work with SAC interns, we seek funds to host an **annual performing arts residency**. This program will be co-sponsored by SAST and draw on faculty strengths in SAST, Music, Media Studies, Art History, and PennDesign. These initiatives will bring scholar-artists to Penn to work with undergraduates, graduate students, and faculty, and

conduct community and K-16 outreach (**E3f**, **E1bii**). In addition to this residency, we seek funding to present **film screenings, music, art and other cultural events** (**E1bi**)

1B.4 BUILDING GLOBAL COMPETENCIES AND CAREER MENTORING.

Drawing on our *21st Century Global Skills* initiative (2014-18) and our existing *alumni mentorship program*, SAC will pursue a range of specific activities to: 1) enhance career advising and mentoring at the undergraduate and graduate levels; and 2) promote career opportunities in government service, education, business, and non-profits (**AP1**). We will work with undergraduate advising programs and the Penn Office of Career Services (OCS) to **enhance career resources for South Asia** including recommended programs of study, recommended experiential opportunities, and alumni mentor matching opportunities. We will work with the Center for Teaching and Learning and OCS to **enhance career resources for graduate students**, including global careers and careers outside academia. We will create a **Careers in South Asia Web Portal** to make these resources widely available to our students.

1B.5 We request continuing **LIBRARY SUPPORT** to purchase rare and retrospective South Asian materials, films, and access to e-resources that strengthen our holdings and to support digitization projects that will make resources available to other universities and the wider community through **open access usage** under a creative commons license (**5**, **D1**). In addition, we request \$5000 annually to support **South Asia Open Archive**, the new consortium-based project to create a central portal through which federated discovery of online, **open access content on South Asia** can take place. In cooperation with other NRCs, SAC will contribute to the digitization and dissemination of materials identified by SAOA as critical for future South Asian Studies (**5**; **E3I**)

1B.6 TEACHER TRAINING AND OUTREACH: In addition to the initiatives discussed

above, we will increase the impact of our K-12 teacher training activities (**9A**,; **E1a**) through new and ongoing programs. We also request funds to support MSI and Community College faculty participation in the new **Council of American Overseas Research Centers and AIIS collaborative Capacity Building Teacher's Program in India** to begin January 2019 (**E2e**, **AP2**; **CPP1**).

In response to **CPP 2**, we request support for SAC's partnerships with teacher education programs at Penn's GSE and Drexel's School of Education (**E2d**, and **E3f.i-ii**). With support from SAC and MEC (2014-2018), GSE has launched a new **Global Education Concentration**, training leaders in the field of global education, including specialized area-studies and language training. We request funds to support outside speakers to enhance the South Asia content of this program (**E3i.i**). SAC also requests funds to support a series of workshops on globalizing curricula and a summer institute for pre-service teachers in GSE's **Urban Teaching Apprenticeship Program (UTAP)** (**E3i.ii**). SAC will contribute area studies and language expertise to curriculum workshops on religious diversity, world heritage, language diversity, and other topics. UTAP serves 32 pre-service teachers at the High School and 18 at the Elementary/Middle levels. They will be working in 15 Philadelphia schools, with potential to impact more than 1,500 Philadelphia students. We also propose to continue our partnership with **Drexel University**, to offer new course development stipends for faculty in the teacher education program, as well as mentorship and funds for speakers in Drexel's Global Education Colloquium (**E2d**).

1B.7 FLAS: We request funding for 7 Graduate and 4 Undergraduate FLAS Academic Year Fellowships, and 5 FLAS Summer Fellowships (see **FLAS Budget**). Exceptional students apply for these fellowships; financial need will be prioritized (**10A.3**) and efforts to increase applicants

from pre-professional programs will foster advanced language skills among students most likely to go into government, policy, or public service careers (**AP1**).

1B.8 SAC Administrative Costs: We do not budget a salary for the Director. We request 25% of salary for the Associate Director and 50% of salary for the Assistant Director, and 50% of salary for a Program and Events Coordinator (**A1, A5**). We request **travel funds** for two SAC staff to South Asia per year to facilitate and monitor our internship and abroad programs, arrange linkages and exchanges with partner institutions, develop curricula, and acquire library materials (**C1a,C2**). **Supplies:** We also request funds for print advertising for events and publication costs of the SAC Newsletter (**D2**) and joint advertising of our outreach work with the other NRCs. Finally, we request funding for an **Independent Project Evaluator** shared with the other Penn NRCs (**E4a**). We also request funds for **External Review** in year 4 (**3C.2; E4b**).

2. QUALITY OF STAFF RESOURCES

2A.1 Penn has an outstanding record of scholarship on South Asia and has strengthened its commitment by adding 15 teaching faculty at all levels in the past eight years. Thirteen SAC faculty held Chaired or named Professorships, with Kathleen Morrison as the Sally and Alvin V. Shoemaker Professor of Anthropology and Curator for South Asia in 2017. Our faculty are leaders in language and experiential pedagogies. SAST faculty include 9 standing faculty and 9 language lecturers. Twenty-seven standing faculty are members of the SARS Graduate Group. Since 2012, more than 100 faculty members in 12 Penn's schools have reported research and teaching projects in South Asian countries. Many of these faculty devote 25-100% of their teaching, supervising, and advising activities to South Asia (Appendix A). Penn's preeminent South Asia faculty, dedicated language center, and dedicated South Asia Bibliographer provide a rich foundation of expertise upon which SAC

is able to build a high quality program.

2A.2 Penn provides significant opportunities for professional development through regular sabbaticals, dedicated Faculty Research funds, and competitive internal funds including the University Research Foundation, the Global Engagement Fund, and the new India Research Engagement Fund. The Dean's Fund, the South Asia Endowment (see **4A**) and SAC provide research and conference travel support. Faculty and language lecturers routinely spend portions of the year in South Asia conducting externally funded research. Our faculty have shown great success in funding research through external granting agencies including NEH, NSF, AIIS, Wenner-Gren, National Geographic, Mellon, and Guggenheim. Frequent pedagogy workshops and other incentives for professional development are available to language teaching faculty (see **7C.2**). Center staff members participate in professional development through course work and training opportunities. Staff travel to South Asia each year and attend professional conferences annually.

2A.3 Faculty spend over fifty percent of their time teaching and advising students; the Undergraduate and Graduate Chairs of SAST and SARS serve as key academic advisors.

2B.1 SAC's administrative structure ensures input from faculty in a number of disciplines and schools. SAC falls under the Associate Dean for the Humanities, Dr. Jeffrey Kallberg. SAC Director Dr. Mark Lycett is Adjunct Professor of Anthropology. SAC's **interdisciplinary Advisory Committee** includes: SAC Director; Chair, SAST, (Dr. Deven Patel); Chair, SARS Graduate Group, (Dr. Devesh Soneji); South Asia Bibliographer, (Dr. James Pierce); CASI Director, (TBD¹); South Asia Curator, Penn Museum, (Dr. Kathleen Morrison);

¹ The Directorship of CASI will turn over July 2018 and the new Director will be appointed to the advisory committee at that time.

Former directors of SAC, (Dr. Lisa Mitchell, Dr. Kathleen Hall); Social Sciences Representative, (Dr. Jere Behrman); Humanities Representative, (Dr. Jamal Elias); and Professional Schools Representative, (Dr. Anuradha Mathur).

6B.2 SAC maintains an appropriate level of staffing for its current operations and planned growth. Mollie Laffin-Rose has been appointed **Associate Director** as of July 9, 2018. She holds a BA in Philosophy from Wesleyan University and will receive her MS.Ed. in Higher Education Administration and English as a Second Language from the GSE at Penn. She has been Administrative Coordinator at CASI since 2016. Prior to that, she held administrative positions and taught ESL with several non-profits in India. As Associate Director, she will oversee the general programming of the Center, including the outreach program, the CU in India program, the Alumni in South Asia initiative, the Affiliated Faculty program, and strategic partnerships. She also manages the NRC activities and reporting, and administration of the FLAS Fellowship program. (**Appendix A**). SAC's **Assistant Director**, Amelia Carter oversees all aspect of outreach programming and contributes to curricular and scholarly program support. She holds a MA in Liberal Arts with Graduate Certificates in Gender and Sexuality Studies and Global Studies from the University of Pennsylvania. She graduated from Temple University with a BA in Geography and Urban Studies. Her extensive local and international organizing work has helped her to expand SACs programs into underserved sections of Philadelphia, and to less studied nations in South Asia like Sri Lanka and the Maldives. In 2018, she received the Women of Color Faculty/Staff Award for her work on issues of access and equality. Aelita Parker joined SAC as **Programming and Events Coordinator** in 2017. She holds a BA from Penn with a major in Psychology and minors in Religious Studies and Japanese. She worked in non-profit K-12 education before

joining the SAC. In her role, Aelita manages communications and social media, organizes programming and logistics for center events including K-12 teacher trainings and outreach, and supports abroad programs. Regina Forlano, **Manager of Finance and Administration**, and Karina Czoka, **Grants Coordinator**, together with Williams Hall Business Administration Services and Penn's Office of Research Services, handle financial affairs. We also employ work-study students. An **Independent Project Evaluator**, Laura Chisholm, coordinates the Center's evaluation plan (see **3C.1**).

2C Penn vigorously enforces non-discriminatory employment practices and mandates elaborated [personnel procedures](#).. SAC adheres scrupulously to these policies. The Provost's office is committed to diversity as a [key priority](#) and has expanded initiatives to increase the number of underrepresented minorities at Penn. Under the *Action Plan for Faculty Diversity and Excellence*, **the University has committed \$50 million to diversity initiatives, matched by \$50 million from the 12 Schools**. Expenditures to date are on track to meet and exceed these goals. All Penn Schools have developed and are implementing individual plans to increase the excellence and diversity of their faculties. All 12 Schools have appointed diversity search advisors, who are designated to play an active role in faculty searches and recruitments. As part of the *Action Plan*, the University awards Presidential Professorships to outstanding scholars, who contribute to faculty eminence through diversity across the University. To date, there have been eleven such appointments. The *Action Plan* also established important pipeline initiatives such as pre-doctoral fellowships for diverse scholars in the social sciences and humanities, as well as [Postdoctoral Fellowships for Academic Diversity](#), to which the School of Arts and Sciences has committed to funding two additional fellowships annually. The most recent [Faculty Inclusion Report](#) covers progress from 2011-

16. In this period, the percentage of standing faculty who are members of minority groups increased to 23.6% from 20.1% and the percentage of standing faculty who are women rose to 32.7% from 30.7%. Of the eight new South Asia appointments at Penn in the past four years, two are women and four are from traditionally underrepresented groups. Penn's Office of Equity and Access Programs (EAP) offers professional guidance, tutoring, mentoring, and assistance in finding financial aid to scholars of all ages and backgrounds. SAC ensures that its educational programs, personnel actions, and funding are administered without regard to race, color, sex, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or Vietnam-era veteran. SAC faculty and staff members are committed to encouraging diversity among program applicants and to equal treatment of all participants. 100% of Penn's facilities are wheelchair accessible and accommodate the hearing- or sight-impaired (AP1).

3. IMPACT AND EVALUATION

3A.1 Impact on the University: Student interest in South Asia is extremely high: more than 2,300 undergraduate, graduate, and professional school students enrolled in 149 courses with significant South Asia content (>25%) in AY16-17, while another 226 enrolled in South Asian language courses in that period. Our innovative study abroad and internship programs have expanded direct experiences for undergraduates and been adopted as models by other programs on campus (6A). SAC is a sought-after partner within the University, known for our high quality scholarly programming. In addition to the outreach programs discussed in 9A-C, SAC sponsored 33 campus events co-sponsored by more than 30 departments, centers, or other units on campus (AY17-18). Our attendance averages nearly 3,000 annually. SAC is at the center of decanal, provostial, and faculty commitments to the study

of South Asia and has helped create an atmosphere for steady growth of South Asia focused scholarship and collaboration as evidenced by new faculty (4A.1), new investment (4A.2), and new initiatives for both scholarly and curricular programs (6A.1,8D.2). Our alumni surveys show a consistently high rate of placement (90% or more), with higher than average rates in government, nonprofit, and education (3B.1).

3A.2 Regional and Community Impact: SAC is an important resource for regional South Asia scholars. Our 55 Affiliated Faculty members (3B.2) participate in events and receive support for South Asia events on their campuses. This program has both regional and national impact as our affiliates come from more than 30 institutions nationwide and include MSI and community college faculty (see 9B). SAC has substantial outreach activity to K-16 teachers, students and the community at large over the past four years as detailed in 9.

3A.3 National Impact: SAC curricular, conference, and event support help to produce exceptionally well-trained South Asia specialists. Through their teaching, research and publications, as well as public service, the influence of our faculty reaches far beyond Penn, enhancing knowledge about South Asia. Faculty regularly engage in national service to professional organizations, NGOs, policy research organizations, and government bodies. As we increase the digital availability of library (5C.1, 5A.6) and outreach (9A) resources, SAC gains a larger national audience. SAC support for the **SASLI summer program** increases opportunities for students nationally to study languages (7C.2).

3B1. SAC's programs address national needs for LCTL and area instruction and produce graduates with areal expertise who pursue international careers in education, business, and non-profit sectors (see 3D, 3E). **3B.2** SAC events, publications, digital resources, and outreach activities disseminate our scholarship to a broad audience of scholars, policy

makers, and the public, enabling informed discussion and debate of international affairs.

3C Penn is committed to equal access for, and treatment of, students and other participants in SAC programs (**6C**). The office of Affirmative Action and Equal Opportunity Programs employs 5 full-time staff and offers a range of different training programs for managers, faculty, staff, and students: <http://www.upenn.edu/affirm-action/offerings.html>. Of those accepted for Penn admission to the Class of 2017, 50% are black, Hispanic, Asian or Native American. Women comprise 53% of all students currently enrolled. In addition to procedures outlined in the **GEPA Statement**, SAC makes a special effort to encourage applications from members of traditionally underrepresented groups in teacher training activities through regular partnerships with the Philadelphia School District, Community College of Philadelphia, and other MSIs, which serve large urban minority populations. We are committed to equal opportunity and SAC administered programs consistently recruit higher-than-average representation from underrepresented groups. Out of 30 students on AY2017-18 CU in India courses, 18 identify as members of minority groups as and 22 receive financial aid. Out of 13 students participating in our Summer Research Internships in 2017, 11 identify as members of minority groups, and 7 out of 13 received financial aid. (**AP1**).

3C.1 Evaluation Plan: The South Asia Center submits the following evaluation plan for collecting and organizing outcome-focused data to measure the impact of the Centers' efforts. Ongoing program evaluation will ensure the successful implementation and maintenance of SAC goals to ensure the quality and cost-effectiveness of SAC programs. To objectively measure the quality and impact of the activities provided through Title VI funding, SAC will employ multiple assessment methods, each guided by the project goals and performance measures. We followed this plan for the 2014-2018 period with considerable success and believe our experience with it

ensures it will be carried out optimally going forward. The plan is designed to provide ongoing, formative feedback for use in improving our programs and our ability to meet the stated goals. The Associate Director (AD), with assistance from project staff and the Independent Project Evaluator, will assess program effectiveness on an on-going basis to include both quantitative and qualitative evaluation measures.

The evaluation will use **data from several sources**: data the Center traditionally collects for ongoing reporting requirements; University data; and new data collected specifically to monitor and assess SAC program impact. *Quantitative Measures*: The project staff will compile and analyze all relevant quantifiable project data using computerized databases such as Penn's Institutional Research Query Database (IRQDB), which is populated with course enrollment, degree, and other data obtained from the Office of the Registrar. The Center works with the Director of Institutional Research to program specific course record queries that aggregate outcomes. The Assistant Director will track student, alumni, K-16 educators and community member participation in outreach programs in an attendance database. Surveys will be distributed to faculty and graduate students to gather information regarding resources produced, events hosted, and funds leveraged. *Qualitative Measures*: The project staff will collect qualitative information throughout each program year for analysis, will formally solicit information via surveys for outreach events and workshops, and will share the results with our partners. Online (Qualtrics) or paper surveys will be utilized to gain insight into the impact, relevance, and satisfaction as perceived by participants. These measures provide information for bi-yearly performance reports. The evaluation plan described below parallels the programmatic efforts identified in this proposal and focuses on the Center's three primary goals for this grant cycle: 1) Increase the direct ties between Penn's faculty research initiatives and our K-16

outreach; and enhance capacity for sustained South Asia expertise and professional development in our affiliate faculty program and outreach to minority serving institutions; 2) Enhance breadth and capacity of South Asia expertise at Penn through expanded interdisciplinary initiatives and increased engagement by faculty, schools, and research centers throughout the University; and strengthen relationships to partner institutions in South Asia through increasing shared teaching, scholarly, and capacity building initiatives; 3) Increase student opportunities to develop: a) language and areal expertise; b) to participate in high quality, mentored abroad experiences, and c) to access career resources at all levels across University schools and program. For each of these goals, the SAC has identified specific and measurable objectives connected to the particular activities to be funded as part of this grant. Along with quantitative data (i.e. enrollment in courses and attendance in outreach activities), the following surveys will be conducted on a yearly basis:

Table 3C.1 Surveys to gauge impact, relevance, and satisfaction as perceived by participants	
Group to be Surveyed	Information Solicited
Students	Feedback about SAC language and area studies course offerings, study abroad and research opportunities, and internships.
Alumni	Placement information; SAC-experience feedback
Affiliate Faculty Members and MSI partners	Affiliate Faculty program feedback; additional partnering opportunities
K-16 Teachers who engage in SAC training	Conference, workshop and resource feedback; suggestions on additional SA-related programming
South Asia partner organizations	Feedback on partnership; suggestions of additional opportunities
SAC faculty, graduate students, and visiting scholars	Publications and other content creation; additional funding received
Interdisciplinary faculty, schools, and research center partners throughout the University	Feedback on partnership; suggestions of additional opportunities

Program Evaluators: The Center's AD is responsible for implementing evaluation activities, distributing results and managing changes based on data. The AD will work with the

Independent Project Evaluator, Ms. Laura Chisholm, who will assist in taking a holistic

view of assessment, implementing best practices, and aiding in the creation of data tools, data management, and analysis. Ms. Chisholm holds a MA in Urban Studies from Temple University with a concentration in research and evaluation methods and has led corporate, non-profit and education-based evaluation and program analysis efforts. Since 2010, she has served as the Independent Project Evaluator of the Title VI grant funds at Penn. Penn NRCs have a high level of evaluation and their collaboration provides a model for working together in a continuous system. To date, it has been a successful, efficient, and cost-effective arrangement.

With the Independent Project Evaluator, the AD oversees the evaluation plan development and all elements of its implementation including assigning responsibilities, making arrangements for tests and surveys, compiling raw data to hand off to the Evaluator for analysis, and reporting on evaluation efforts. The Center Director uses the insights from the assessments to strategically guide the Center. The Evaluator will: 1) select and develop assessment tools; 2) assist the Center with developing tracking methods and assuring data quality; and 3) analyze data, taking a holistic view of the program to identify areas for increased analysis.

Evaluation Process, Formative and Summative Analysis: The evaluation process will involve both a formative and summative analysis of project effectiveness as summarized below. Formative evaluation will seek to answer the following basic questions to ensure compliance: 1) Were program activities and services implemented as intended? 2) Is the project moving forward with new initiatives in an efficient manner that leads to successful implementation within the boundaries of the time frame and budget? 3) Were all appropriate data collected and reviewed as planned? 4) Are decisions about future programming based on

Table 3C.2 Project Timeline and Implementation Plan Strategies

Summer 18	1. Gather baseline data for grant activities and set targets for years 1-4 of grant
Fall 2018	1. Grant Implementation Meeting to review project work plan, budget, and reporting (upon award notification) with Advisory Committee, GSE, Drexel, CCP, MCCC, and CCC.
	2. AD and Penn Communications Office implement recruitment plans to effectively target women and minorities for FLAS fellowships, C.U. in India program, and SA courses/events.
	3. <u>Goal 1:</u> Develop 2 workshops, summer institute, Global forum, and affiliate workshop on Core Theme 1; recruit faculty participation; advertise course module stipends, recruit MSI participation.
	4. <u>Goal 2:</u> Meet with faculty stakeholders to plan and develop Core theme 1&2 events, performance residency, and capacity building workshops; advertise course development grants, recruit visiting scholar.
	5. <u>Goal 3:</u> Meet with OCS, TLC to develop career resources; recruit alumni mentors; recruit faculty to CU in India; advertise internship opportunities, review new intern placement opportunities.
Spring 2019	1. FLAS Committee reviews and selects FLAS fellows based on selection criteria.
	2. AD conducts FLAS survey; Center Director submits interim IRIS report.
	3. <u>Goal 1:</u> Host planned events; plan year 2 events; award course module stipends.
	4. <u>Goal 2:</u> Host planned events; plan year 2 events; award course development grants and Visiting Scholar; Review progress with faculty advisory committee and partner institutions.
	5. <u>Goal 3:</u> Create SA career portal; award and implement internships; meet with faculty to plan C.U. in India 2019-2022.
	6. Yearly survey distribution, collection, and data analysis to ensure improved programming
Fall 2019	1. AD /Institutional Research staff collect & analyze qualitative and quantitative data. Adv. Committee conducts formative evaluation of goals. Director submits annual report to IFLE.
	2. AD/Penn Communications advertise and recruit women and minorities for FLAS fellowships, C.U. in India Program, and SA courses/events.
	3. <u>Goal1.</u> Develop 2 workshops, summer institute, Global forum, and affiliate workshop on Core Theme 2; recruit faculty participation; advertise course module stipends, recruit MSI participation; review affiliate workshop progress.
	4. Develop 2 workshops, summer institute, Global forum, and affiliate workshop on Core Theme 2; recruit faculty participation; advertise course module stipends, recruit MSI participation.
	5. <u>Goal2:</u> Meet with faculty stakeholders to plan and develop Core theme 2&3 events, performance residency, and capacity building workshops; advertise course development grants, recruit visiting scholar.
	6. <u>Goal 3:</u> implement CU in India; advertise internship opportunities, review new intern placement opportunities and report-backs from summer 2019.
Spring 2020	1. FLAS Committee reviews and selects FLAS fellows based on selection criteria.
	2. AD conducts FLAS survey, Center Director submits interim IRIS report.
	3. <u>Goal 1:</u> Host planned events; plan year 3 events; award course module stipends; meet with GSE, Drexel, CCP, CCC, and MCCC to review progress.
	4. <u>Goal 2:</u> Host planned events; plan year 2 events; host visiting scholar; award course development grants and Visiting Scholar; Review progress with faculty advisory committee and partner institutions
	5. <u>Goal 3:</u> Implement internships; plan and advertise CU program; review student progress with Advisory Committee and SARS faculty
	6. Yearly survey distribution, collection, and data analysis to ensure improved programming
Fall 2020	1. AD /Institutional Research staff collect & analyze qualitative and quantitative data
	2. Committee conducts formative evaluation of goals. Director submits annual IFLE report

	3. <u>Goal1</u> . Develop 2 workshops, summer institute, Global forum, and affiliate workshop on Core Theme 3; recruit faculty participation; advertise course module stipends, recruit MSI participation; review affiliate workshop progress.
	4. <u>Goal2</u> : Meet with faculty stakeholders to plan and develop Core theme 3 events, performance residency, and capacity building workshops; advertise course development grants, recruit visiting scholar.
	5. <u>Goal 3</u> : implement CU in India; advertise internship opportunities, review new intern placement opportunities and report-backs from summer 2019.
Spring 2021	1. FLAS Committee reviews and selects FLAS fellows based on selection criteria.
	2. AD conducts FLAS survey; Center Director submits interim IRIS report.
	8. <u>Goal 1</u> : Host planned events; plan year 4 events; award course module stipends; meet with GSE, Drexel, CCP,CCC, and MCCC to review progress.
	3. <u>Goal 2</u> : Host planned events; plan year 3 events; host visiting scholar; award course development grants and Visiting Scholar; Review progress with faculty advisory committee and partner institutions
	4. <u>Goal 3</u> : Implement internships; plan and advertise CU program; review student progress with Advisory Committee and SARS faculty; review career portal with College and SARS advisors, OCS, and TLC
	5. Yearly survey distribution, collection, and data analysis to ensure improved programming
Fall 2021	1. AD /Institutional Research staff collect & analyze qualitative and quantitative data
	2. Committee conducts formative evaluation of goals. Director submits annual IFLE report
	3. <u>Goal1</u> . Develop 2 workshops, summer institute, Global forum, and affiliate workshop on Core Theme 4; recruit faculty participation; advertise course module stipends, recruit MSI participation; review affiliate workshop progress.
	4. <u>Goal 2</u> : Meet with faculty stakeholders to plan and develop Core theme 4 events, performance residency, and capacity building workshops; advertise course development grants.
	5. <u>Goal 3</u> : implement CU in India; advertise internship opportunities, review new intern placement opportunities and report-backs from summer 2019.
	6. Grant progress review with Advisory Committee, GSE, Drexel, CCP,MCCC, and CCC.
Spring 2022	1. FLAS Committee reviews and selects FLAS fellows based on selection criteria.
	2. AD conducts FLAS survey; Center Director submits interim IRIS report.
	3. <u>Goal 1</u> : Host planned events; award course module stipends; meet with GSE, Drexel, CCP,CCC, and MCCC to review progress.
	4. <u>Goal 2</u> : Host planned events; plan year 4 events; host visiting scholar; award course development grants; Review progress with faculty advisory committee and partner institutions; review awarded course grants progress.
	5. <u>Goal 3</u> : Implement internships; plan and advertise CU program; review student progress with Advisory Committee and SARS faculty; review career portal with College and SARS advisors, OCS, and TLC; review internship and mentoring progress.
	6. Yearly survey distribution, collection, and data analysis to ensure improved programming
	External Review

objectives and data analysis? For summative evaluation efforts, program staff will utilize the IRQDB database to audit enrollment records and conduct bi-yearly program reviews. The Independent Project Evaluator will work with the Center to track enrollment, numbers of courses, and levels of both language and area studies courses to generate reports that compare these outcomes with 1) initial baseline data; and 2) goals and targets. The Center Director will

prepare the biannual IRIS report each year. As part of the summative analysis, the Center will scrutinize the current metrics, adding additional indicators if needed, and analyze data that is beyond the scope of the objectives and required IRIS reporting. Use of Evaluation Results to Make Programmatic Changes: The AD will formally review the program biannually and document any unanticipated outcomes. The review will include an analysis of the Center's Goals. The AD will discuss yearly outcomes with program staff and with senior administrators so that implementation strategies can be modified and enhanced. To ensure the overall success of the grant, the SAC will monitor the GPRA measures and report data to IFLE:

Table 3C.2: Data Sources for GPRA Measures

GPRA Measure	Data Source
1. Percentage of priority languages taught at Penn as defined by the Secretary of Education	Penn's Institutional Research Query Database (IRQDB) course figures & departmental records will be used to complete SAC'S IRIS reports.
2. Percentage of intermediate or advanced level language/content courses taught during the course of the grant (long-term measure).	Departmental records and IRQDB
3. Percentage increase in the number of intermediate or advanced level language/content courses taught during the course of the grant (long-term measure).	Departmental records and IRQDB
4. Percentage increase in the number of certificate, minor, or major degree programs in LCTLs, area studies, or international studies during the course of the 4-year grant period.	LPS & GSE records; Drexel GSE records. Progress will be entered in IRIS.
5. Percentage of LCTLs taught at Penn during the grant period	Departmental records and IRQDB
6. Cost of increasing the number of intermediate or advanced level language courses in the priority and/or LCTLs during the course of the grant period	Penn's Financial Offices and SAC internal budgets

3C.2 Internal evaluation: Regular, substantive evaluations are an integral part of Penn's operations. This process includes the SAS curriculum review process, student course evaluations, and annual written staff performance reviews. Student evaluations are used in annual faculty performance reviews. Affirmative action officers review hiring and promotion decisions (see **6B.1.) External Evaluation:** SAS mandate external reviews on a 10-year schedule. We

Anticipate an external review in 2021 (E4b). The SAS Dean will designate 3 outside South Asia Studies experts to conduct a formal evaluation of all aspects of the South Asia Studies curriculum. The report will be distributed to the faculty, the Deans, and the SAC Advisory Committee in order to inform strategic planning for the next 10 years.

3D In the past four years, our 19 PhD graduates have secured tenure track, lecturer, and postdoctoral positions at 17 Universities worldwide. In the latest 10 year employment survey, Penn graduates report 6% in government service, 6% in non-profits; 7% in education and the remainder in a variety of private sector positions. **South Asia alumni show an even greater concentration of graduates in government service (14.29%), non-profits (16.07%), and education (32.14%); 68% have worked in a South-Asia related field; and 95% felt that they were well-prepared for their positions with regard to cultural understanding and general knowledge about South Asia.** Our alumni report careers in the CIA, USAID, the Defense Industry Agency, Veterans Affairs, the Department of Commerce, and the Foreign Service. Over the next 4 years, SAC will pursue a range of specific activities to: 1) enhance career advising and mentoring at the undergraduate and graduate levels; and 2) promote career opportunities in government service, education, business, and non-profits (AP1; 1B.4)

3E.1 Our exceptionally well-trained graduates find employment in a variety of academic institutions and non-academic sectors. We provide FLAS Fellowships to students likely to pursue government and related careers: MA students generally and professional school students in particular; and BA/BS students in relevant majors. **Former FLAS recipients serve in key positions in government and non-profits (e.g. USAID, UNESCO, the Field Museum).** Of the former FLAS fellows surveyed in 2015, 86% indicated that area studies was a key asset in their current occupation and 64% indicated that language was a key asset.

4. UNIVERSITY'S COMMITMENT TO THE STUDY OF SOUTH ASIA

4A.1 Cultivation of South Asian language and area studies expertise has a long and distinguished history at Penn, and the University's South Asia faculty, degree programs, language offerings, scholarship, and outreach are widely recognized as national and international resources. Today, Penn supports four administrative units focused on the study of South Asia: the South Asia Center (SAC), the Department of South Asia Studies (SAST), the South Asia Regional Studies Graduate Group (SARS), and the Center for the Advanced Study of India (CASI), dedicated to the study of contemporary India.

Penn has unrivaled library research collections for South Asia and has established the prototype for interdisciplinary programs in this field. Graduates of the program hold faculty positions in a wide range of American and overseas colleges and universities, where they have helped establish similar centers of study. Many have entered the US Department of State and other government organizations. Others have joined domestic and international non-profits, the press, philanthropic organizations, and businesses with interests in South Asia.

The University is firmly committed to building on Penn's legacy as a preeminent center for the study of South Asia and is actively addressing newly emerging needs and areas of research. South Asia is a stated strategic priority for the School of Arts and Sciences and the Office of the Vice Provost for Global Initiatives with commitments to new study abroad initiatives, the establishment of a new two million dollar fund for faculty research, and expansion of the Delhi based Penn Institute for the Advanced Study of India (UPIASI). Penn's investment is reflected in the steady growth of South Asia specialist faculty with eight appointments in four departments since 2014: Rahul Mukherjee, Assistant Professor, Cinema Studies and English (2014); Nikhil Anand, Assistant Professor, Anthropology

(2015); Davesh Soneji, Associate Professor, South Asia Studies (2016); Megan Robb , Assistant Professor, Religious Studies (2016); Afsar Mohammad, Senior Lecturer in Telugu, (2016); Kathleen Morrison, Professor, Anthropology and the Penn Museum, (2017); Mark Lycett Director, South Asia Center & Adjunct Professor, Anthropology (2017); and Greg Goulding, Assistant Professor, South Asia Studies (Fall 2017). New laboratory facilities dedicated to the study of South Asia's paleoecology (Morrison) and archaeology (Lycett) have been added in the last year.

The Vice Provost for Global Initiatives global strategic framework includes funds dedicated to supporting activity in South Asia. Two new initiatives promise expanded opportunity for global inquiry: Perry World House, a which engages interdisciplinary, policy-relevant research on to address global affairs challenges, and the Penn Biden Center, designed to engage Penn students and partner with Penn's faculty and centers to convene world leaders, develop and advance policy, and strengthen national debate.

4A.2 University funds dedicated to the study of South Asia have increased 23.8% since 2013, to over \$26 million: South Asia Endowment (\$12.4 mil.); W. Norman Brown Chair in South Asia Studies (\$3.7 mil.); CASI endowed funds (\$5.7 mil.); M.L. Sobti Chair (\$3.1 mil.); Visvabharati Fund (\$362,000); Briton Martin Fund (\$456,000); Zwicker Fund (\$427,000); and Ballagh Fund (\$237,000). Three competitive awards, the *Provost's Global Engagement Fund*, the new two million dollar *India Research Engagement Fund*, and the *SAS Dean's Global Engagement Fund* seed interdisciplinary projects that further Penn's global initiatives. In the past four years, Penn Global has committed \$480,000 to support internship and abroad programs in South Asia.

Table 4A.2: Institutional Support for South Asia Studies at Penn, 2013-2017

SALARY & BENEFITS:	Fiscal Year 2013	Fiscal Year 2017	% Change 2013-17
Language Instruction ¹	\$568,500	\$490,200	-13.8%
Area Studies Instruction	\$1,504,200	\$1,791,900	19.1%
SAST and SAC Administrative Staff	\$138,000	\$213,400	54.6%
SAC Outreach Staff ²	\$39,500	\$44,450	12.5%
Library Staff ²	\$122,270	\$143,000	16.9%
NON-SALARY CONTRIBUTIONS			
Library acquisitions	\$134,300	\$141,928	5.7%
Operating Expenses	\$122,600	\$186,789	52%
Student Support			
Average per-student non-FLAS fellowship support for graduate students specializing in South Asia	\$ 61,417	\$70,052	14%
TOTAL	\$2703286	\$3,081719	13.9%

¹Decrease is due to the replacement of more senior instructors who have left the University with early career and term lecturers. It does not reflect a change in the number of courses or level of staffing.

²Estimated FY19 is substituted for FY17 to account for staff hired into vacant or new positions in the last year. This is a more realistic representation of current support levels.

4A.3 Penn commits substantial resources to South Asia undergraduate and graduate

degree programs (BA, MA, PhD). Multi-disciplinary cross-school curriculum includes an average of 160 courses annually on South Asia (50-60 language and 80-100 non-language)

(Appendix B). **4A.4 The South Asia library's operating budget (FY 2013) is \$141,928**, in

addition to general library budget purchases (see **5B**). Penn employs a full-time, dedicated

South Asia Bibliographer and support staff. The **Penn Museum** is home to a priceless South

Asia collection and with SAC collaborates with the Philadelphia Museum of Art's Indian

and Himalayan Art Department, where Penn PhD graduate D. Mason is Curator.

4A.5 Penn is affiliated with numerous institutions in South Asia. We are a founding

member of the American Institutes of Indian (AIIS), Pakistan (AIPS), Sri Lankan (AISLS),

Afghanistan (AIAS), and Bangladesh (AIBS) Studies. With help from SAC and AIIS,

Wharton's Lauder Institute has successfully integrated a Hindi Track in its joint MA/MBA

degree program, with Hindi immersion program in India. Wharton's strong institutional

partnership with the Indian School of Business in Hyderabad supports research, teaching exchanges and an MBA Global Consulting Practicum. Wharton also offers a certificate program for high-potential business leaders in India, the Accelerated Development Program (ADP). SAS and CASI support UPIASI in New Delhi, with plans underway for significant expansion. SAC, GSE, and CASI offer student internships in India, Nepal, Sri Lanka, and the Maldives. The Annenberg Center for Global Communication Studies collaborates with CASI and Jamia Millia Islamia University, Delhi to organize conferences, and awards research grants to institutions in India and Pakistan. The School of Social Policy and Practice (SP2) partners with Nitte University (Mangalore) and Kolkata-based NGOs to run annual faculty-led study tours. The Global Health program's medical students do rotations in India with the All India Institute of Medical Sciences (Delhi) and Christian Medical College (Vellore). The Nursing School partners with Himalayan College of Nursing, Dehradun, to develop nursing skills in global collaborations and health leadership through a Global Fellows program, the Tata Institute of Social Sciences, Mumbai, and the Banyan NGO in Chennai to improve community awareness of and support for individuals with mental health disorders in Tamil Nadu and Kerala. They have partnerships with The Banyan, TISS, and Christian Medical College Vellore, and ICTPH, Thanjavur on a short-term faculty-facilitated study abroad course in Tamil Nadu. The School of Engineering partners with Ashoka University in Haryana.

4A.6 Penn provides crucial institutional support for outreach activities (Table 4A.2)

SAC maintains two full time staff members whose primary role is the organization and implementation of outreach and includes outreach activities in its operating budget.

4A.7 Penn provides extensive no-loan scholarship assistance to undergraduate

students. Penn's financial aid budget for AY 2018-19 is \$237 million. In the last decade,

Penn has increased its financial aid budget by 134%, averaging an 8% growth annually. Currently, 46 percent of Penn's undergraduate students receive grant-based financial aid packages, with an average grant of \$47,275 and \$50,348 when including work-study. In 2016, Penn Launched the *First Generation Low Income Program* to support first generation and low incomes students' academic, personal, and social transition needs. This includes many students who gain expertise on South Asia. Undergraduates in SAC sponsored abroad programs routinely receive aid packages to offset travel costs (2B.2)

4B Financial support for graduate students has increased. Students receive 5-year Benjamin Franklin Fellowships, plus three additional summers of funding to support language study or predissertation travel, with each package currently worth \$350,260 (14% increase over 2013). Fellowships require 2 years of teaching assistantships and pedagogical training. FLAS fellowships may add a sixth year of funding. Dedicated endowed fellowships, and SAS dissertation completion fellowships are available to PhD students on a competitive basis.

5. SOUTH ASIA COLLECTIONS IN THE UNIVERSITY LIBRARIES

5 A.1. Print Collections: The Library's South Asia collection, exceeds 700,000 volumes and is one of the finest South Asia collections in the world. Research-level materials are collected in Anthropology, Archaeology, Art, Cinema Studies, History, Linguistics, Literature, Philosophy, Political Science, and Religion, with additional scholarly works in Economics, Globalization, Health and Policy. The Library maintains language collections in Sanskrit, Prakrit, Pali, Hindi, Urdu and Tamil, and has extensive holdings in Arabic, Bengali, Gujarati, Kannada, Kashmiri, Konkani, Malayalam, Marathi, Nepali, Punjabi, Persian, Rajasthani, Sindhi, Sinhala, Telegu, Pashtu, Dari, Baluchi, and Brahui. Partnerships with Library of

Congress field offices, standing contracts with major publishers, and regular South Asia collection trips have enabled Penn Libraries to maintain one of the largest acquisition profiles in the nation for South Asia. **5A.2 Microtexts:** Penn collects important research materials available in microtext, including archives and newspapers from the colonial period, and archival documents in education and health. Penn is a member of the South Asia Microforms Project and participates in the shared purchase program with the Center for Research Libraries, **enabling access to a larger audience beyond Penn.** **5A.3 Databases and E-books:** The Library invests heavily in electronic resources. For South Asia, 31 databases and 74 primary e-journals are available, along with e-books and digital reference materials. **5A.4 Film/Documentaries:** The Library's film and documentary collection boasts over 28,000 titles. Approximately 7.5 % pertain to South Asia exclusively. The Library collects monographs and serials on South Asian Cinema as part of a cooperative initiative with peer institutions. Films, serials, and monographs are available through our interlibrary loan services and are a popular component of our outreach services. **5A.5 Non-print materials:** The South Asia Reading Room houses the AIIS Photo Archive of images of Indian temple and sculptural arts (115,000 photographs), the Mary Binney Wheeler collection (7,000 slides), and approximately 2000 maps. The Van Pelt Ormandy Listening Center houses over 3200 sound recordings, including Hindustani, Carnatic, tribal, film, and devotional music. **5A.6 Special Collections:** The Rare Books and Manuscripts Library possesses the largest collection of Indic-language manuscripts (over 3,050) in the Western hemisphere. These manuscripts are being digitized and cataloged with more than a thousand enhanced catalog records already online, and facsimiles of the manuscripts are being made available under an **open-access creative commons license.** Penn also has important collections of manuscripts

relating to the British East India Company and governance in South Asia, photographs, rare prints, and drawings.

5B.1 University funding of South Asia Library acquisitions and staffing remains strong and committed. The FY18 allocation for library is \$141,928. Humanities, Social Sciences, the Fisher Fine Arts Library, Museum Library, and Biddle Law Library also acquire South Asia materials from their own budgets. Special Collections continually adds rare South Asian titles. The Penn Library is one of very few in the country to employ a full-time **South Asia Bibliographer**, Dr. James Peirce, whose sole responsibility is to oversee the acquisitions and processing of South Asia related materials and provide reference services. Bibliographer salary support including benefits is approximately \$83,000 in FY18, with an additional \$60,000 supporting assistants. One (1 FTE) handles the receipt of materials, Seminar Room maintenance, and special projects, another (0.25 FTE) catalogs Dravidian languages.

5C.1 Penn students and faculty can readily access materials at other institutions. Penn Library provides all students and faculty with Inter-Library Loan (ILL) privileges. Penn is an active participant in the RLG Shares program, which allows member institutions delivery of materials owned by other research libraries. Cooperative sharing includes the Borrow Direct program, in which twelve Ivy plus universities lend materials directly. The Library has expanded this program to E-Z Borrow, and books are easily available from over 60 academic libraries in Pennsylvania and nearby states. Penn also makes its library materials available through various interlibrary loan programs.

6. NON-LANGUAGE INSTRUCTION PROGRAM

6A Penn programs and Schools offer courses and allow degree concentrations focusing

on South Asia (8A.3). Disciplinary and professional breadth is provided by 62 faculty in 12 departments and 6 professional schools. Faculty teach 60-70 non-language courses with 100% South Asia content, and 90-100 additional courses with substantial ($\geq 25\%$) South Asia content, as shown in Table 6A.1. Our students choose from an extraordinary range of courses (Appendix B), including those taught by professional school faculty with South Asia expertise.

Table 6A: Number of Non-Language Teaching Faculty (2016-18) and Unique Courses (2016-17)

Discipline	Teaching Faculty by Discipline, 2016-18 ¹	Number of Unique Non-Language Courses Taught, 2016-18 ²			
		100% SA content		25-99% SA content	
		UG	G	UG	G
Humanities	36	33	28	17	8
Social Sciences	12	4	2	27	18
Professional Schools	18	1	3	7	43
Totals:	62	38	33	51	69

1. Faculty for all courses with at least 25% South Asia content, 2016-18.

2. Courses with both graduate and undergraduate enrollments are counted only once.

6B Specialized and advanced courses on South Asia are offered in a range of disciplines, including Anthropology, Education, English, History, History of Art, History of Science, Music, Landscape Architecture, Political Science, Religion, and South Asian Studies, Literature, Philosophy, Performing Arts, International Relations, Sociology, and Asian-American Studies (Appendix B). Graduate students and advanced undergraduates have the option to arrange independent studies with South Asia faculty on specialized topics, and undergraduates may enroll in graduate-level South Asia seminars with permission of the instructor.

6C Interdisciplinary courses with South Asia content are offered University-wide. We cross-list more than 75 non-language courses between two or more departments. This provides a genuinely interdisciplinary program for undergraduates. SAST PhD students must demonstrate expertise in at least one disciplinary methodology and broad knowledge of allied disciplines. Health and Society majors can choose from a range of South Asia courses for a Global Health concentration.

6D.1 Non-language South Asia faculty as of 2018 total 44, including: standing faculty; lecturers; senior lecturers; and non-tenure track faculty (see **Appendix A**). The collective faculty strength ensures that all major disciplines and geographic areas are represented in the curriculum, and that students with special research interests can find appropriate advisors. The steady growth in faculty across the university have renewed vital disciplinary strengths and added new areas of concentration (**4A.1**). In the past four years, Penn has built to faculty strengths in Global Health and Education; Religious Studies and Islam in South Asia, Anthropology and environmental studies; performance, media, literature and the arts; and bolstered the depth of our language offerings.

Funds from a variety of existing resources enable us to enhance our excellent non-language instructional program. The Provost's Global Engagement Fund and the Dean's South Asia Fund provide funds to bring visitors to undergraduate and graduate courses. The South Asia Endowment has enabled the establishment of an annual **Distinguished Visiting Fellow in Residence** program in the Department of South Asia Studies each Spring. The South Asia Center has hosted **Mellon Postdoctoral Fellows** (2015-17). CASI, Wharton, SP2, Nursing, Perry World House, and GSE regularly invite academics, business leaders, and policy makers to visit, enriching our academic programming.

6D.2 PhD students receive systematic training as part of their mandatory teaching assistantships. Graduate student teachers attend a 4-day intensive training seminar on pedagogic methods. Faculty instruct teaching assistants on pedagogical techniques for introducing South Asia material to undergraduates. PhD students regularly teach undergraduate courses in LPS to gain experience. **Penn's Center for Teaching and Learning** offers additional resources for teaching assistants and graduate student instructors including pedagogic coursework,

consultations, peer counseling, and a teaching certificate program.

7. PENN'S LANGUAGE INSTRUCTION PROGRAM

7A Penn offers the largest number of South Asian languages available anywhere in the US, with **12 modern languages taught on a regular basis at multiple levels**, and **additional languages offered as needed to support the research of our graduate students** (including Marwari, Bhojpuri, Sinhala, Pali, Indo-Persian, and Tibetan). J. Pien is Language Coordinator for SAST and C. Frei is Director of the Penn Language Center and Executive Director of Language Instruction for the School of Arts & Sciences. SAST standing faculty regularly teach South Asia languages and literatures courses (**7C.1**). Tibetan language, supported by SAC 2014-18, is now available through the Penn Language Center. For 2016-18 enrollments, see **Table 7B**.

7B In the past two years, seven languages have been regularly offered through the advanced level (Table **7B**), with additional advanced courses in other languages offered by demand (**7C.1**). SAST offers an undergraduate **Language Certificate** requiring 3 CU of

Table 7B: Two-Year Distribution of Modern South Asian Language Enrollments, 2016-18

Language	Beginning	Intermediate	Advanced	TOTAL
Bengali	3	9	4	16
Gujarati	22	19		41
Hindi	65	73	8	146
Kannada		2		2
Malayalam	2	6	2	10
Marathi	3	16		19
Marwari			2	2
Punjabi	5	6	3	14
Pashtu	1			1
Tamil	12	10	6	28
Telugu	15	15		30
Tibetan			2	2
Urdu	Combined w/ Hindi	18	9	27
TOTAL	125	174	38	336

instruction beyond Intermediate level. Our students regularly enroll in outside language programs, often with financial support, including summer or academic year programs

offered by AIIS, SASLI, and other overseas language programs. Penn's Lauder Institute maintains a full-time Lecturer in Hindi. SAST and SAC provide Lauder with area studies instructors and South Asia resources. The Lauder Hindi program, which includes summer immersion and four-semester at Penn, produces graduates at the ACTFL Superior level of oral proficiency.

7C.1 Each language has a dedicated, experienced, and qualified instructor. Penn has made a long-term commitment to increase support for the instruction of languages directly relevant to SAST's larger curricular mission, including full-time Lecturer positions (renewable every 4 years) in those languages aligned with standing faculty teaching and research interests. These include: Hindi, Urdu, and Telegu. All other languages are offered through the **Penn Language Center (PLC)**, which allows us to teach languages with limited enrollments both flexibly and economically. Bengali, Gujarati, Kannada, Malayalam, Marathi, Punjabi, Pashtu, Tamil, and Tibetan are currently taught in PLC (Appendix B). We also annually employ Fulbright Language Teaching Assistants in Pashtu and other languages as requested. SAST standing faculty conduct advanced reading courses for graduate students in Sanskrit, Tamil, Gujarati, Hindi, Rajasthani, Telugu, and Indo-Persian.

7C.2 Language teaching staff are introduced to the most recent advances in instructional technology and methodology. South Asian language faculty members are required to attend one intensive South Asia-specific workshop and one Penn Language Center pedagogy seminar per year. The Penn Language Center offers a Certificate in Instructional Technologies and Online Learning to Penn instructors who are planning a blended, flipped or online course. Penn requires new instructors to attend an intensive weeklong training in language pedagogy. All instructors receive Oral Proficiency Interview

training; many are certified OPI testers. We support the **South Asia Summer Language Institute** (SASLI), a collaborative effort in which all South Asia NRCs participate (**E3k**).

7D.1 Penn is a leading proponent of performance-based instruction and assessment in South Asian language pedagogy. The SAC achieved its goal of providing professional development for our all members of our language faculty in strategic pedagogical areas: 100% of full-time and 90% of part-time language faculty members attended five intensive weekend language workshops on standards-based instruction, action research, differentiated instruction, and assessment. Standards-based instruction is now the norm. Evaluation tools used by all Penn faculty include the Oral Proficiency Interview (OPI), in addition to traditional paper-and-pencil tests. Songs, plays, and language games are integrated into Penn’s language acquisition process. Elementary, Intermediate, and Advanced language courses meet for a minimum of four contact hours per week, and emphasize “content-based” language instruction. Authentic materials and authentic tasks are integrated into the curriculum.

7D.2 Penn’s School of Arts and Sciences has appointed a noted language pedagogy expert, Dr Christine Frei, as Executive Director of Language Instruction for the School of Arts and Sciences. She oversees all modern language instruction in the School. Dr Frei reports directly to the School’s Dean and has strengthened the requirements for the hiring, retention, and promotion of language lecturers. **We benefit greatly from the Penn Language Center’s infrastructure and its well-equipped media-smart laboratory facilities, and extensive library of language teaching and AV materials to offer state-of-the-art instruction and individualized learning (7A.1 & 7C.1).**

7D.3 SAST’s language proficiency requirements are stated in terms of proficiency

levels (not seat time): BA: Intermediate-Mid level performance in all 4 language skills; MA: Intermediate-High performance in all 4 language skills; PhD: High-Advanced proficiency in 1 South Asian language, Intermediate proficiency in a 2nd South Asian language, and professional level reading knowledge of a 3rd language intended for research. We use OPI and our own integrated proficiency tests to measure the development of language proficiency.

8. CURRICULUM DESIGN

8A.1 In addition to SAST's major and minor, South Asia concentrations are available to majors in International Relations, Health and Society, English, Gender Studies, Wharton's Huntsman International Studies & Business dual degree program, and in the College of Liberal and Professional Studies. South Asia courses attract majors and minors in International Relations, Political Science, History, Religious Studies, History and Sociology of Science, Economics, Engineering, Linguistics, and Business; many choose to double major.

8A.2 SAST's 12-course major emphasizes disciplinary and linguistic skills. **Foundational courses** (2 units) provide an introduction to the study of South Asia. Eight major courses ensure sustained engagement with a primary tradition of inquiry and a breadth of approaches to regional study. A **general language requirement (4 course units) has long been required of all Arts & Sciences and Wharton undergraduates**; the SAST Major requires intermediate-level proficiency in a South Asian language. SAST courses are grouped in five disciplinary areas (**Appendix B**). The undergraduate minor requires 6 courses. SAST also offers a language certificate (**7B**) for students pursuing advanced proficiency.

8A.3 Graduate instruction is coordinated by the SARS Graduate Group, which includes faculty from humanities and social science disciplines as well as professional schools

(**Appendix A**). GSE offers an MEd degree in International Educational Development, with a South Asia concentration; SAST graduate courses are cross-listed with and attract students from other departments and professional schools, including Anthropology, Art History, Comparative Literature, Education, English, GSE, History, History and Sociology of Science, Landscape Architecture, Media Studies, NELC, Philosophy, Political Science, Religious Studies, and SP2. A **Hindi track** is available in the Lauder joint MA/MBA program. South Asia concentrations are available in the Organizational Dynamics, and the Schools of Communication, Education, Law, Nursing, and Social Work.

8A.4 The SARS Graduate Group awards both **MA** and **PhD** degrees and attracts exceptional students worldwide. Candidates for the MA develop a broad knowledge of disciplines relevant to the study of South Asia and competency in a South Asian language at an Intermediate-High level equivalent to a minimum of two years of study. They complete a research paper or Master's Thesis with original research and the use of a South Asian language. The PhD requires 20 course units: 10 CUs in disciplinary courses, of which at least 4 should be in a discipline chosen for specialization; 4 in advanced-level courses in a South Asian research language and 2 in a second South Asian language; and 4 electives. Students pass a PhD qualifying exam (second year), a candidacy exam (after coursework), and a final dissertation defense. In addition to formal coursework, PhD students typically spend one or two summers and/or 1 academic year engaged in advanced language training abroad, and at least one year abroad doing fieldwork in South Asia. Students attend bi-weekly South Asia Colloquia, and make research-related presentations at least twice during the course of their study. The quality of our graduate programs is demonstrated by the high number of our MA students who go on to gain admission to prestigious PhD programs, and the career successes

of our MA and PhD graduates (**3D,3E.1**).

8B.1 Whether in SAST or another program, students with a South Asia focus receive continuous high-quality academic advising. All Penn **Undergraduates** have access to pre-major College advisors, peer advisors, and departmental undergraduate chairs. Declared majors and minors also have departmental advisors appropriate to their interest and subject area. **Graduate students** are advised by members of the SARS Graduate Group and faculty advisors in their own departments. Graduate students participate in regular grant-writing and methods workshops, and professionalization opportunities to prepare for the job market.

8B.2 The Penn Office of Career Services provides extensive academic and career advising, including on-campus career fairs, on-campus recruiting, the PennLink online job and internship search system, and many specialized resources such as an Asia Pacific Recruiting information web page of opportunities to work with organizations in that region. Career Services offers numerous specialized on-campus career fairs such as the “International Opportunities Fair” and “Policy and Government Careers”. A **Virtual International Opportunities Fair is available to** Penn students and alumni. South Asia focused MA and PhD students successfully pursue a variety of careers (**3E.2**). SAC publicizes national and international job opportunities via its weekly email listserv and monthly newsletter. SAC’s new **initiative to enhance career resources** provide additional career and advising services at the undergraduate and graduate level (**1B.4**).

8C See **8A1-4**, above.

8D.1 Field research in South Asia is mandated in the SAST PhD program and supported for master’s students and undergraduates (see **8.A.4**). Graduate students in

SAST and other programs are regularly funded for fieldwork and language study abroad, including awards from Fulbright- Hays, AIIS, AISLS, Library of Congress, and SAS. SAC, CASI, SAST, the Center for Undergraduate Research & Fellowships (CURF), and Penn Global also award undergraduate and graduate summer research travel grants. Wharton offers MBA students a Global Consulting Practicum in India. The Medical School's Global Health and Nursing degree programs offer clinical training opportunities with partner institutions in India (**1A.4**)

8D.2 SAC pioneered short-term, embedded abroad opportunities at Penn. The **C.U. in India** program offers yearlong courses with travel to India over the winter break, to engage course topics through direct experience. Eight courses have been offered since 2014. Penn Abroad adopted this model in 2016 through **Penn Global Seminars**, offering 9-12 embedded courses with abroad per year, with 1-3 set in South Asia. Penn Abroad also facilitates semester-long study abroad opportunities for undergraduates at higher education institutions in India and Nepal, including the Alliance for Global Education, and accepts petitions for credit for a wide range of other institutions' programs such as the SIT Study Abroad programs. Penn Global reports that almost 900 Penn students have participated in an abroad program in one of five South Asian countries since 2011.

Since 2014, more than 100 Penn students have participated in sponsored internships in India, Nepal, and Sri Lanka. In 2017, 24 students were placed in South Asia based programs, representing 34% of placements recorded by Penn Abroad. In 2017, SAC implemented **Summer Research Internship Placements in South Asia**, placing 13 students in one of nine research placement sites in Sri Lanka (1), Nepal (2), and India (4). We currently maintain 11 competitive placement opportunities for these mentored 8-12 week programs.

Both CASI and Penn Global award competitive summer internship placements and summer research travel funds to Penn undergraduates. Faculty in the Business, Social Work, Nursing, Veterinary and Engineering Schools lead seminars with travel components to South Asia. SAC is currently working Nursing and GSE to enhance capacity for new and expanded abroad and internship programs in South Asia.

8D.3 We strongly recommend and support study in intensive summer programs at institutions in South Asia and in the US, including AIIS, SASLI and UC Berkeley's Urdu Language Program in Pakistan (**4B**). Information is made available at the annual "International Opportunities Fair," through faculty advising, and via targeted emails. Funding is often made available. Access to outside Study Abroad opportunities is facilitated through Penn Abroad (**8D.2**).

9. OUTREACH ACTIVITIES

9A Elementary and Secondary Schools (AP2): SAC shares resources with K-12 teachers, students and the larger Philadelphia community through diverse, creative and collaborative programming. With **open access web based resources**, our reach extends beyond the immediate area to positively affect South Asia instruction nationally. SAC reaches an impressive number of educators through networking with existing partners including the Global Education Network, Drexel University's School of Education, Penn GSE, the Philadelphia Library, the School District of Philadelphia, the Wachovia Education Resource Center at the Philadelphia Museum of Art, and Global Philadelphia Association. SAC has had great success organizing large-scale global education activities. In the past 4 years, our student outreach programs have attracted more than 1,500 students from diverse schools across the Philadelphia area, the majority of which were from districts serving low-income communities.

Since 2006, Penn Area Centers have organized the weeklong **Summer Institute for Educators**. The Institute, which serves 25 teachers each year, uses **Penn and Affiliated faculty members** and consistently receives top marks on survey results. Through these and other trainings held at CCP, CCC, the Penn Museum, the Teachers Institute of Philadelphia (TIP) and in service activities we have directly served more than 400 teachers and generated over 200 lesson plans many of which are in use today (**E1ai-ii**).

Working with the City and School District of Philadelphia, we have developed resources linking Philadelphia's status as the nation's first UNESCO World Heritage City with global education. These include, the World Heritage Tool Kit, with 30 lesson plans covering Social Sciences and STEM disciplines (distributed in print and online). We help coordinate World Heritage Education Week for K-12 educators, and organize the Philadelphia World Heritage Lesson Plan Project to evaluate and update K-12 social studies curriculum. With content and pedagogical support from Penn faculty, more than 90 lesson plans have been developed. With Penn faculty and staff support and financial aid from SAC, affiliated faculty at MSIs and K-16 educators visited classrooms and World Heritage sites on an 18-day trip through Nepal and India in August 2017. Following the trip, teachers developed lesson plans and units based on their first-hand experience (**CPP1**).

In the next 4 years, we will continue our support international learning opportunities for educators by funding two faculty from Penn affiliated MSI to attend a 3 week **teacher training opportunity for faculty of MSIs and community colleges developed by Council of American Overseas Research Centers (CAORC) and the AIIS**. The broad theme of the program is sustainability as a lens for understanding connections across cultural and scientific realms in Jaipur, Mysore, and Bangalore (**CPP1**, **1B.5**, **E2e**).

In October 2017 SAC launched **the South Asia Center Artist Residency (1B.3.E3f)**.

Through this program, teaching artists from India were able to curate an interactive on campus gallery exhibition to teach about Indian history, language and culture. More than 200 elementary and secondary students attended educational workshops led by SAC staff and teaching artists at the exhibit. The program also included teacher training using art and object based learning.

Based on this success, we plan to continue to organize the Artist Residency (**AP2; E1bii**).

In concert with the renovation of the Penn Museum South Asia Gallery, SAC and the **Museums Learning Programs Department** will develop new K-16 student and teacher outreach strategies. Programs will include **open access online resources**, guest speakers, International Classroom activities, interactive video conferencing and Loan Box programming. We will organize 4 teacher trainings and curriculum development workshops (50 teachers each), develop 20 virtual programs (up to 1,000 students), support International Classroom outreach activities (500 Students), and sponsor 550 students in a day of educational outreach activities focusing on the museum's new South Asia Gallery. We will work with faculty to develop South Asia content for the Museum's existing **Virtual Programs online portal**. Through video conferencing technologies classrooms around the world can engage with specialists on South Asia who can provide museum-themed lessons in real-time, expanding the South Asia Center's reach exponentially.

Training K-12 students and teachers in South Asian languages continues to be one of the SAC's core outreach priorities (**AP2**). In the past 4 years, the center has increased our **language outreach to include Hindi, Urdu, Bengali, Tamil and Sanskrit**. The SAC **Startalk program** was the first fully online university courses in Hindi or Urdu to be offered in the country. SAC plans to continue Startalk in the next 4 year cycle. Working closely with the American **Tamil**

Academy's 50 member community schools throughout the United States, Dr. V. Renganathan (SAST and PLC) conducts 10 pedagogical workshops a year, develops Tamil curriculum distributed to K-12 schools in the US, and works with the states of Delaware, New Jersey, Maryland, Pennsylvania and New York to offer and administer testing for bi-literacy. SAC works with the **Friends of Bangla School (FOBS)**, to develop language-learning programs, curriculum, and content development. FOBS regularly conducts Bengali language programs at schools, libraries and community organizations. We will collaborate with FOBS on multimedia language learning materials for libraries, community organizations, K-12 schools, colleges, and universities. SAC sponsors **Sanskrit Day** to promote the language and build community among language learners. We seek funds to develop these initiatives linking PLC/SAST faculty with language outreach programs (**E2f**).

9.B Post-Secondary Outreach (CPP1): Since 2007, SAC has regularly conducted teacher training sessions and provided lecturers for **the Community College of Philadelphia (CCP)**, a minority-serving institution (73% are minority students). SAC also supported CCP's Title VI UISFL Cross-Regional project, introducing topics crossing the usual academic borders of South Asia, the Middle East and East Africa. Building on the success of our NEH sponsored collaboration, *Bridging Cultures in South Asia (2014-18)*, CCP and SAC will apply for a NEH Summer Institute Award, **Caste, Culture, and Politics in South Asia and Beyond**, for Summer 2019. If successful, the Center will lend financial and staff support to increase participation and enhance instructional materials. This program will bring together a team of 25 educators from post-secondary institutions across the country to examine the institution of caste, historically, culturally and politically, in both South Asia and the South Asian diaspora (**E2b**).

SAC is hosting K-16 teacher training, entitled "Teaching Hinduism: Ideas, Challenges,

Politics,” at **Montgomery County Community College (MCCC)**. This professional development workshop provides an in-depth look at the history, culture and modern forms of Hinduism. Beginning in August 2018, SAC will work with MCCC history chair Dr. Sanket Desai to internationalize MCCC’s curriculum. We will offer curriculum development grants, keynote public talks and guest speakers to MCCC’s classrooms (**CPP1, E2c**).

SAC has worked with MEC and The Center at **Camden County College** to bring annual K-16 teacher trainings on global themes to teachers in Southern New Jersey. At these workshops, teachers receive curriculum development support and write lesson plans on themes such as incorporating gender analysis in global education or teaching religious conflict and reconciliation. In addition to continuing our K-16 teacher trainings with CCC, SAC plans to work with the Director of The Center to disperse curriculum development grants, and develop special events featuring South Asia content in classrooms and at keynote lectures (**CPP1, E2c**).

SAC and MEC’s outreach work to **Drexel’s Graduate School of Education** prepares teachers and education leaders to think globally. Through SAC course development grants and support of the Global Teach Connection’s Global Education Colloquium (which is live-streamed and archived as a teaching resource), SAC has reached more than 2,000 students, teachers and faculty. Through our support Drexel’s **MS in Global and International Education (GIE)** program, we have assisted in the development of 2 new GIE pedagogy and policy based courses and PD Workshop models (**CPP2, E2d**).

In the past four years, we have increased our impact, reaching pre-service teachers through **GSE programs**. With SAC support, GSE has launched a new **Global Education Concentration** with the goal of training leaders in the field of global education including specialized area-studies and language training. We seek funds to enhance the South Asia content

of this program through curriculum development grants and special guest speakers (**CPP2, E3i.i**). SAC plans to support a series of workshops on globalizing curricula and a summer institute for pre-service teachers in **GSE's Urban Teaching Apprenticeship Program (UTAP)**. SAC will contribute area studies and language expertise to curriculum workshops on religious diversity, world heritage, language diversity, and other topics. UTAP works with 15 Philadelphia schools with a potential impact of more than 1500 students (**AP2, CPP2, E3i.ii**).

SAC has expanded our **Affiliated Faculty program** over the past four years. Membership allows faculty from other institutions to access all Penn Library resources, including our South Asia bibliographer, consult with Penn faculty to discuss research, admission to special scholarly events and the ability to join a network of scholars who focus on South Asia. Enrollment in the program has steadily increased to 55 members from universities across the US, including 9 from MSIs. We seek funds to increase our support of affiliates through summer workshops and course development (**1A.1, E2ai-ii**).

SAC routinely engages Penn's 19 South Asian student groups and community organizations to organize and co-sponsor talks, film screenings, conferences and cultural events. Penn student groups actively participate and help organize our outreach events.

9C. Business, Media and General Public: Our programs actively engage diverse populations in the Philadelphia area. SAC events are free and open to the public and many are designed specifically to reach local and national public audiences.

Penn NRCs have a successful partnership with the Pulitzer Center for Crisis Reporting, sponsoring Penn students to spend a semester in each of 3 world regions as **Pulitzer Center International Reporting Student Fellows**. Fellows receive mentorship from Pulitzer journalists while contributing news articles on issues of contemporary interest for publication. Through this

partnership, the Centers have sponsored annual **media workshops** and brought well-established journalists to give four in class talks each year. Each semester a journalist also gives a public **keynote lecture** on campus. The University has increased its financial contribution to this program significantly, supporting student travel. We seek funds to support the on-campus outreach elements of this program (**E1biii**).

SAC continues support of the **Wharton India Economic Forum** and **Penn Microfinance Conference**, student-organized conferences that attract over 1,000 attendees each year (**E1biv**). Events like **International Women's Day** and the **Global Distinguished Lecture** have seen steady increases in audience attendance and participation of world-renowned speakers, many of whom engage media. The United Nations Association, Penn's International House, and the Free Library of Philadelphia have routinely support these programs. During the past four years alone, our public events have touched almost 15,000 people (**E1b**). SAC has pursued new social media strategies for outreach, increased our newsletter subscriptions by 294, and increased our "open" rate by 10% in the last 4 years. SAC's monthly email newsletter continues to profile South Asia faculty, students, and alumni, publicize Center activities, and keep readers informed about SA-related events in the community.

10. FLAS AWARDEE SELECTION PROCEDURES

10A.1 Recruitment Plan: Penn encourages qualified students from all departments and schools to apply for FLAS Fellowships. The Center and the Office of the Provost will promote the program through Penn's FLAS website, located at <http://sas.upenn.edu/flas>, which provides information about the FLAS program, contact information for the Associate Director, a selection of Frequently Asked Questions, and a link to the online application form. We will use Penn's main web pages, circulate announcements to College advisers,

Undergraduate and Graduate Chairs, Deans, and Associate Deans at Penn via email, and make announcements via our newsletters to the broader community as web-based methods for recruiting FLAS applicants. Special effort is made to explain the selection process and our criteria clearly in all advertising efforts, and to encourage applicants from professional schools and underserved populations through direct contact with minority-serving student groups and Center representation at international opportunities fairs and other student events. Our web pages and social media announcements provide additional exposure for the program. Program materials are available at Student Orientations, Open Houses, and Priority Registration events, as well as the Center for Undergraduate Research and Fellowships.

10A.2 The FLAS selection process follows the same timeline each year: 1) competition advertisement (November); 2) deadline for full-year and summer applications (early March); 3) the SAC Fellowship Committee ranks all applicants based on the selection criteria (**10A.3**); 4) the Office of Student Financial Services informs SAC which of the ranked applicants have demonstrated financial need via the FAFSA (late March); 5) students are informed (early April). **10A.3** In accordance with **FLAS CPP1**, SAC will give priority when awarding fellowships to undergraduate and graduate students who demonstrate financial need as indicated by the FAFSA. In accordance with **FLAS CPP 2**, 100% of our summer and academic year fellowships are awarded to study languages designated by the USED as priority Less Commonly Taught Languages of South Asia. We will work closely with Penn's Lauder Institute to encourage Hindi Track MBA/MA candidates (see **4B.2**) to apply for FLAS fellowships and with Center Associates and Graduate Group members to identify FLAS candidates in the professional schools (see also **DESCRIPTION: Government Service**). **10B** Students apply for FLAS via the program

website (**10A.1**); Penn uses Interfolio as the online application provider. Applicants submit:

1) the FLAS Application form, which gathers basic information about the student's past academic programs, current or intended degree program, intended language and level of study, citizenship status, and contact information; 2) a personal statement regarding the student's planned use of the FLAS fellowship and describes why the language study is essential to realizing the student's study and career goals; 3) transcripts of previous academic work; 4) two letters of recommendation which must specifically address how a FLAS would contribute to the student's current program of study or would be integrated with it; and 5) a resume or CV. To be considered under the category of financial need, students are required to submit the Free Application for Federal Student Aid (FAFSA) form, in order to determine their level of need. **10C.1** The SAC Fellowship Committee includes the SAC Director, the SAST Language Coordinator, and two members of the Center Advisory Committee, **at least one of whom must be from a professional school.** The Associate Director is a non-voting member of the Committee. **10C.2** A participant selection process and rubric guide staff in identifying and selecting FLAS fellows. Criteria include: 1) FAFSA demonstration of financial need; 2) faculty recommendation; 3) a 3.0 Grade Point Average; and 4) Penn degree program enrollment. Additional selection priority given for language study at the advanced level. The Center will not refuse participation in the program based on gender, race, national origin, color, disability or age in accordance to the U.S. Department of Education's GEPA guidelines. The Director will evaluate the success of the recruitment and selection processes based on the number and diversity of eligible participants receiving the program's services and how accurately that process reflects the backgrounds represented in the general Penn population. **Eligibility Criteria:**

Scholarship recipients must meet citizenship, financial need, and academic merit criteria (10B). A FLAS application form will be available as part of the information packet described in the recruitment plan and is available on the FLAS website. Our performance goals for undergraduate FLAS students are based on the Five Cs (Communications, Cultures, Connections, Comparisons and Community) and the three modes of communication (Interpretive, Interpersonal and Presentational) articulated in the National Standards for Foreign Language Learning.

11. COMPETITIVE PRIORITIES

SAC structures our activities in accordance with NRC priorities, both absolute and competitive. Our faculty strengths and institutional structures, including our ongoing **collaboration with MSIs and community colleges** in the region, allow us to expand provision of world-class training in South Asia language and area study to the broadest possible community (NRC CPP1; 9B, & 1B.6). Our sustained **collaboration with teacher education programs at both Drexel and the GSE** fulfills our mission to educate those who will educate and lead others at a national level (NRC CPP2, 9B & 1B6).

Our language instructors include national leaders in pedagogy and instruction in the LCTLs. Penn is committed to teaching a broad range of LCTLs at high levels of instruction and **100% of FLAS fellowships to students who study languages that are prioritized by USED (FLAS CCP2, 7A1; 10A2). In awarding FLAS fellowships, demonstrated financial need is an explicit priority** increasing the reach of this program (FLAS CPP1, 10A2). Our FLAS recipients benefit enormously from the language proficiency they have achieved and go on to important careers in education, national service, and international commerce (3E, 3D).

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DESCRIPTION: Diverse Perspectives in South Asia Center Funded Activities

The University of Pennsylvania is committed to diversity as a key priority and has expanded initiatives to increase the number of underrepresented minorities at Penn. Under the Action Plan for Faculty Diversity and Excellence, the University has committed \$50 million to diversity initiatives, matched by \$50 million from the 12 Schools. All Penn Schools have developed and are implementing individual plans to increase diversity. The Dean's Office at the School of Arts and Sciences has created a permanent diversity council that oversees departmental diversity initiatives.

The South Asia Center (SAC) at the University of Pennsylvania is fully committed to enabling wide ranging public debate in all its programs. SAC programming and outreach draws upon a disciplinary approaches in the humanities, social sciences, and professional schools, as well as diverse sources, languages, regional viewpoints, and religious and cultural traditions to include a range of perspectives and encourage public dialogue on crucial issues in South Asia and the world. The expertise of our faculty reflects this diversity and offers students broad chronological, regional, and disciplinary coverage of South Asia in their academic training.

We highlight diversity through the many rich geographical, cultural, religious, minority, and political perspectives of South Asia

Geographical Content. The nations of Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, and Sri Lanka reflect significant influences from and interactions with the Persian Gulf, Central Asia, China, Southeast Asia, the Indian Ocean region, and East Africa, as well as English, Dutch, Portuguese and other European colonial powers in earlier centuries. Border regions such as Tibet, Kashmir, northeastern India, and the Jaffna peninsula of Sri Lanka are frequent sites of contested perspectives, and the Center makes every effort to host events that give voice to the many sides of these contestations and provide the historical, cultural, and political background and context necessary for informed debate.

Religious Views. South Asia is the birthplace of several world religions, including Hinduism, Jainism, Buddhism, and Sikhism, and has been an important site for the spread of other world religions, including Islam, Christianity, Zoroastrianism, and Judaism. Our Center incorporates the region's religious diversity in its activities and makes every effort to create opportunities for informed dialogue and debate. Our thematic focus on *Diversity, Identity, And Recognition* will respond directly to this national need. For each of our academic workshops and conferences, we will invite a diverse range of noted international scholars representing a range of intellectual, philosophical, and disciplinary perspectives to speak on core themes designed explicitly to invoke serious scholarly debate.

Minority Views. Through our activities, we incorporate the rich histories and cultures of minority groups in South Asia (e.g., Muslims, Dalits, and Adivasi (tribal/indigenous) groups in India, Sri Lankan Tamils, sectarian minorities, borderland groups, and those disadvantaged by caste, class, religion, gender, political or sexual orientation). We strive to provide the public with opportunities to become acquainted with these diverse perspectives through multiple media, including public lectures, films, and musical performances.

DESCRIPTION: Government Service in Areas of National Need and Other Sectors

SAC activities are designed to directly respond to areas of national need. SAC will pursue a range of specific activities to: 1) enhance career advising and mentoring at the undergraduate and graduate levels, and 2) promote career opportunities in government service, education, business, and non-profits. With input from Penn alumni with substantial experience working in and with South Asia, we will integrate global skills into area studies and disciplinary curricula (see **1B.4**). We will strengthen partnerships with Penn's GSE, Drexel University's Teacher Education programs to promote careers in education. We will also expand our institutional network of affiliated faculty and its impact on the study of South Asia in K-16 education, with particular attention to increasing the number from area community colleges and minority-serving institutions. We will expand experiential opportunities tailored to better prepare our students for careers demanding global skills and experience.

We routinely award FLAS Fellowships to students likely to pursue government and related careers: MA students generally and professional school students in particular; and BA/BS students in relevant majors. We work closely with faculty associated with Penn's professional schools to identify applicants for FLAS Fellowships, ideally students with intermediate level language proficiency. In the next grant cycle, we will also work Penn's Office of Financial Services, in particular, to identify meritorious candidates with demonstrated financial need for FLAS Fellowships (see **3E.1** and **10A.1**).

A key objective for this grant cycle is to enhance the South Asia area and language focus across the full range of departments and professional schools. We will work with the Graduate School of Education, the Schools of Social Policy and Practice, Nursing, and Engineering to better integrate South Asia language and area studies preparation, supported by an undergraduate FLAS, into the course of study of undergraduates planning to pursue careers focusing on health and development in South Asia.

Our efforts to encourage careers in government, policy and public service greatly benefits from Penn's Career Services Program. Career Services organizes a rich variety of events for students interested in government, policy and public service careers throughout the academic year—on average three or four sessions per month. Past events have included information sessions on “Careers in Intelligence,” “Careers in the State Department,” “Public Health Careers in Government,” “Finding and Applying for Federal Jobs and Internships” and a “Foreign Service Oral Exam Prep Session,” conducted by a State Department Diplomat in Residence. There is also a Policy and Government Career Fair. Videos of some events are available online. Career Services maintains a website devoted to information on government careers, “Make an Impact: Discover Careers in the Federal Government,” and an online Virtual International Opportunities Fair is available to Penn students and alumni. Penn Career Services also has a Facebook and a Twitter site.

Acronym Key

AD	SAC Associate Director
AIAS	American Institute of Afghanistan Studies
AIBS	American Institute of Bangladesh Studies
ACTFL	American Council on the Teaching of Foreign Languages□
AIIMS	All India Institute of Medical Sciences
AIIS	American Institute of Indian Studies
AIPS	American Institute of Pakistan Studies
AISLS	American Institute of Sri Lankan Studies
ATREE	Ashoka Trust for Research on Ecology and the Environment
AY	Academic year
CAORC	Council of Overseas Research Centers
CASI	Center for the Advanced Study of India
CCC	Camden Community College
CCP	Community College of Philadelphia
CU	Credit Unit
CURF	Penn's Center for Undergraduate Research and Fellowships
EAP	Penn's Office of Equity and Access Programs
FAFSA	Free Application for Federal Student Aid
FOBS	Friends of Bangla School
FTE	Full-time Equivalent
GIE	Drexel Program in Global and International Education
GPA	Global Philadelphia Association
GSE	Graduate School of Education
ILL	Inter Library Loan
IRQDB	Institutional Query Research Database

Penn/South Asia/NRC & FLAS

LPS	Penn's College of Liberal and Professional Studies
MCCC	Montgomery County Community College
MSI	Minority Serving Institution
NCOLTCL	National Council of Less Commonly Taught Languages
NEH	National Endowment for the Humanities
NSF	National Science Foundation
OPI	Oral Proficiency Interview
PLC	Penn Language Center
PMA	Philadelphia Museum of Art
RLG	Research Library Group
SA	South Asia
SAC	South Asia Center
SALTA	South Asian Language Teacher's Association
SAOA	South Asia Open Archives
SP2	School of Social Policy and Practice
SARS	Graduate Group in South Asia Regional Studies
SAS	School of Arts and Sciences, University of Pennsylvania
SASLI	The South Asia Summer Language Institute
SAST	South Asia Studies Department
STEM	Science, Technology, Engineering, Mathematics
STM	Science, Technology, Medicine
UPIASI	University of Pennsylvania Institute for the Advanced Study of India
UTAP	GSE's Urban Teaching Apprenticeship Program

APPENDIX A**Curriculum Vitae, Faculty and Administration, Penn South Asia Center
Table of Contents**

Note: Core faculty by department and discipline with current rank, tenure status (T = Tenured; TT = Tenure Track; SL=Senior Lecturer (renewable tenure); Lecturer in Foreign Language (LFL); U=Untenured/ not TT), and percent of time devoted to South Asia subject matter. (*Indicates individuals with dual departmental appointments)

<u>I. Administration, South Asia Center</u>	Page
Carter, Amelia, Assistant Director, 100%	5
Laffin-Rose, Mollie, Associate Director, 100%	12
Lycett, Mark T., Director, 100%	12
Parker Aelita, Programming and events Coordinator, 100%	19
 <u>II. Administration, South Asia Department</u>	
Beckerman, Zoe, Administrative Coordinator, SAST 100%	3
 <u>II. South Asia Studies Department</u>	
<u>Standing Faculty</u>	
Ali, Daud, Associate Professor (T) 100%	1
*Elias, Jamal, Professor (T) 30%	5
Goulding, Greg (TT) 100%	7
*Meister, Michael W., Professor (T) 100%	15
Mitchell, Lisa, Associate Professor (T) 100%	16
Patel, Deven, Associate Professor (T) 100%	19
Sevea, Terenjit, Assistant Professor (TT) 100%	22
Soneji, Daves, Associate Professor (T) 100%	23
Sreenivasan, Ramya, Associate Professor (T) 100%	24
 <u>Senior Lecturer</u>	
Miner, Allyn, Senior Lecturer (SL) 100% Music Performance	15
Mohammad, Afsar (SL) 100% Telegu	16
 <u>Lecturers (full-time)</u>	
Menai, Mustafa, (U) 100% Urdu	15
Pien, Joshua (U) 100% Hindi	19
 <u>Lecturers (part-time)</u>	
Banerjee, Haimanti, (U) 100% Bengali	3
Bhatti, Aqeel, (U) 100% Tabla	4
Duckworth, Jasmine (U) 100% Tibetan	5
Gahunia, Amrit, (U) 100% Punjabi	6
Gangulee, Srilata, (U) 60% Asian American Studies	6

Khan, Fariha, (U) 50% Asian American Studies	11
Kurichi, James, (U) 100% Malayalam	11
Ranade, Milind, (U) 100% Marathi	20
Renganathan, Vasu, (U) 100% Tamil	21
Swaminathan, Vijayalakshmi, (U) 100% Kannada	25

Library

Pierce, James F., South Asia Bibliographer, Van Pelt Library 100%	20
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III. South Asia Faculty in Other Departments**Anthropology and Archaeology**

Agha, Asif, Professor (T) 10%	1
Anand, Nikhil, Assistant Professor (TT) 50%	2
Lycett, Mark T., Adjunct Professor (U) 100%	12
Morrison, Kathleen, Professor (T) 75%	17
Spooner, Brian, Professor (T) 50%	28

Art History

Holod, Renata, Professor (T) 15%	9
*Meister, Michael W., Professor (T) 100%	15

Business, Wharton School of

Anagol, Santosh, Assistant Professor (TT) 10%	1
Singh, Habir, Professor (T) 10%	23

Economics

Behrman, Jere, Professor (T) 30%	4
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Education, Graduate School of

Ghaffar-Kucher, Ameena, Senior Lecturer 40%	6
Hall, Kathleen, Associate Professor (T) 25%	8
Wagner, Dan, Professor (T) 20%	26

English

Kaul, Suvir, Professor (T) 25%	10
Loomba, Ania, Professor (T) 25%	12
Mukherjee, Rahul, Assistant Professor, (TT) 25%	18

History

Kashani-Sabet, Firoozeh, Associate Professor (T) 25%	10
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History and Sociology of Science

Mukharji, Projit, Assistant Professor 100%	17
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Landscape Architecture, School of Design

Mathur, Anuradha, Professor (T) 20%	14
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Law, School of

Balganesh, Shyamkrishna, Assistant Professor (TT) 10%	2
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Music

Sykes, James, Assistant Professor (TT) 100%	25
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Nursing

Grube, Wendy Practice Associate Professor (U) 25%	8
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Religious Studies

*Elias, Jamal, Professor (T) 30%	5
McDaniel, Justin, Associate Professor (T) 75%	14
Robb, Meagan Eaton, Assistant Professor (TT) 100%	21

Political Science

Kapur, Devesh, Associate Professor (T); Director CASI 50%	9
Sil, Rudra, Professor (T) 15%	22

Social Policy & Practice, School of

Ghose, Toorjo, Associate Professor (T) 20%	7
Handy, Fehmida, Professor (T) 10%	8

Knowledge@Wharton

Pandya, Mukul, Editor-in-Chief; Senior Fellow, Management Department, Wharton School 25%	18
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Philadelphia Museum of Art, Indian and Himalayan Dept.

Mason, Darielle, Adjunct Associate Professor (U); Stella Kramrisch Curator of Indian and Himalayan Art 100%	13
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ASIF AGHA

Professor, Department of Anthropology

Appointed: 1998, Tenured.

Teaching Time to S. Asia: 10%

Education: Ph.D. (1990), M.A. (1985) University of Chicago; A.B. (1983) Princeton University

Overseas experience: Nepal, Pakistan

Languages: Urdu (4), Hindi (4), Punjabi (3), Tibetan (2)

South Asia courses: Language in Culture & Society; Communication & Culture; Technology and Society; Social Aggregates; Grammatical Categories; Social Theory: Kant-Deleuze; Anthropology of Globalization.

Research and training specialization: Role of language in establishing and maintaining social relations; Metaphor and tropes; Registers of language; Discourse analysis

Recent publications (6 recent publications):

- 2015 (Eds. with Frog) Registers of Communication. *Studia Fennica Linguistica*.
2015a. "Tropes of Branding in Forms of Life," *Signs and Society* 3, no. S1 (2015): S174-S194.
2015b. "Growing up bilingual in Copenhagen. In *Everyday Linguaging: Collaborative Research on the Language Use of Children and Youth*. L. Madsen, M.S. Karrebaek, and J. Moller. editors, pp. 243-253 *Trends in Applied Linguistics*. Mouton de Gruyter.
2015c. An Introduction to Registers of Communication (by Agha and Frog). In *Registers of Communication*. Agha and Frog, editors, pp. 13-23. *Studia Fennica Linguistica* 18. Helsinki: Finnish Literature Society.
2015d. Enregisterment and communication in social history. In *Registers of Communication*. Agha and Frog, editors, pp. 27-53. *Studia Fennica Linguistica* 18. Helsinki: Finnish Literature Society.

Supervised (past 5 years): 8 Ph.D.

Distinctions (select): President-Elect, Society for Linguistic Anthropology, American Anthropological Association, 2015-; Editor-in-Chief-Elect *Signs and Society*, 2017-; Associate Editor, *International Encyclopedia of Linguistic Anthropology*, 2014-; Edward Sapir Prize, 2008.

DAUD ALI

Associate Professor, Department of South Asia Studies

Appointed: 2009, Tenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. (1996), M.A. (1988), University of Chicago; B.A. (1986) College of William and Mary

Overseas experience: India

Languages: Sanskrit (4), Tamil (2)

South Asia courses: History, Culture, Religion in Early India; Hinduism & Colonial Modernity; Female Mythology in Historical Context in Early India; Introduction to Modern India; Historical Transitions in Early Modern India; Readings in Early Indian Religion; Making of Medieval India; Intermediate Sanskrit II.

Research and training specialization: Early medieval South Asia, mentalities and practices in pre-Sultanate South Asia, courtly & monastic discipline, mercantile practices, conventions in erotic poetry & courtship, slavery, ideas of space, time and history in inscriptions, early Southeast Asian history, gardens and landscape in the medieval Deccan.

Recent publications (6 recent publications):

- 2017 (With Emma J. Flatt) "Friendship in Indian History: Introduction," *Studies in history*, 33(1): 1-6.
2017a. "The Death of a Friend: Companionship, Loyalty and Affiliation in Chola South," *Studies in history* 33(1): 36-60.
2016 'Bhoja's Mechanical Garden: Technology and Wonder across the Indian Ocean, circa 800-1100 CE' *History of Religions* 55(4): 460-493.
2014 "The idea of the medieval in the writing of South Asian history: contexts, methods and politics," *Social history*, 39(3): 382-407.
2014a. "The Image of the Scribe in Early Medieval India," in Kesavan Veluthat and Donald Davis, eds. *Irreverent History: Essays for M.G.S. Narayanan* (Delhi: Primus Books).

Supervised (past 5 years): 5 Ph.D.

Distinctions (select): American Institute of Indian Studies, short term fellowship.

SANTOSH ANAGOL

Assistant Professor of Business Economics and Public Policy, Wharton School of Business

Appointed: 2009, Untenured.

Teaching Time to S. Asia: 10%

Education: Ph.D. (2009), M.Phil. (2005), M.A. (2004) Yale University; B.A. (2002) Stanford University

Overseas experience: India

Languages: Hindi (2)

South Asia courses: Business in a Global Political Environment; Business in the Global Political Environment,

Research & training specialization: Efficiency of rural asset markets in developing countries; Marketing and usage of mobile phone based banking; Estimating the impact of microfinance programs.

Recent publications (7 recent publications):

- 2017 (With A. Etang and D. Karlan), "Continued Existence of Cows Disproves Central Tenets of Capitalism?", (2017), *Economic Development and Cultural Change*, 65(4): 583- 618.
- 2017a. (With V. Marisetty, R. Sane, and B. Venugopal), "On the Impact of Regulating Commissions: Evidence from the Indian Mutual Funds Market", (2017), *World Bank Economic Review*, 31(1): 241-270.
- 2016 "Adverse Selection in Asset Markets: Theory and Evidence from the Indian Market for Cows," forthcoming, *Journal of Development Economics*.
- 2016a. (With T. Fujiwara) "The Runner-Up Effect," (2016), *Journal of Political Economy*, 124(4):927-991.
- 2016b. (With S. Cole and S. Sarkar) "Understanding the Incentives of Commissions Motivated Agents: Theory and Evidence from the Indian Life Insurance Market", (2016), *Review of Economics and Statistics*, 99(1):1-15.

Distinctions (select): Wolpaw Family Endowed Faculty Scholar Award, 2012-2013; John F. Enders Summer Fellowship, Yale University, 2008; Finalist (top 5), Hamilton Project Policy Innovation Competition, 2007 Ryoichi Sasakawa Young Leaders' Fellowship, Yale University, 2004 – 2005; Economic Growth Center Prize, Yale University, 2003-2007; Ryoichi Sasakawa Young Leaders' Fellowship, Yale University, 2004-2005; Fulbright Scholar to India, 2002-2003.

NIKHIL ANAND

Assistant Professor, Anthropology

Appointed: 2015, Untenured.

Teaching Time to S. Asia: 50%

Education: Ph.D. (2011) Stanford; M.E.Sc. (2004), Yale; B.A. Reed College 91998)

Overseas experience: India, 13 years.

Languages: Hindi (4), Marathi (4)

Research and training specialization: Complex Societies and Social Organization, Environment and Society, Globalization and the Economy, Material Cultures, Social Change, State Power and Political Transformation, STS and Cultures of Expertise, Technology, Urban Anthropology

South Asia courses: 4, including *Nature Culture Environmentalism: Urban Water*, with abroad component in Mumbai.

Recent publications (8 recent publications):

- 2017 *The Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai*.
Duke University Press.
- Forthcoming *The Promise of Infrastructure*. Co-edited with Hannah Appel and Akhil Gupta.
Duke University Press.

Distinctions: Junior Scholar Award, Anthropology and Environment Society, American Anthropological Association, Advanced Seminar Grant, School for Advanced Research, Hunt Postdoctoral Fellowship, Wenner Gren Foundation, Mellon Foundation Fellowship,

SHYAMKRISHNA BALGANESH

Assistant Professor, School of Law

Appointed: 2009, Untenured.

Teaching Time to S. Asia: 10%

Education: J.D. (2007) Yale Law School; M.Phil. (2005), B.C.L. (2004) Oxford University; B.A., LL.B (Hons.) (2003) National Law School of India University

Overseas experience: India

Languages: Kannada (4); Tamil (3); Hindi (4); Sanskrit (1)

Research and training specialization: Institutional design in intellectual property law; common law reception in India and the U.S.

South Asia courses: The Indian Legal System; International Intellectual Property Law

Recent publications (16 recent publications):

- 2018 The “Common Law” in Intellectual Property, in *1 Research Handbook on the Economics of Intellectual Property Law* (Ben Depoorter & Peter Menell eds., forthcoming 2018).
- 2017 Causing Copyright, 117 *Columbia Law Review* 1 (2017).
- 2017a. The Immanent Rationality of Copyright Law, 115 *Michigan Law Review* 1047 (2017) (Review Essay).
- 2016 The Folklore and Symbolism of Authorship in American Copyright Law, 54 *Houston Law Review* 403 (2016) (Symposium).
- 2016a. The Questionable Origins of the Copyright Infringement Analysis, 68 *Stanford Law Review*, 791 (2016).
- 2016b. The Constitutionalisation of Indian Private Law, in *The Oxford Handbook of the Indian Constitution* 680 (Sujit Choudhry, Madhav Khosla & Pratap Mehta eds. 2016).
- 2015c. Codifying the Common Law of Property in India: Crystallization and Standardization as Strategies of Constraint, 63 *American Journal of Comparative Law* 33 (2015).

Distinctions: Rhodes scholarship (India): 2003-05

HAIMANTI BANERJEE

Lecturer in Bengali, Department of South Asia Studies;
Associate Director of Language & Culture Programs, the Lauder Institute,
Wharton School of Business

Appointed: 1995, Untenured (Department); 2009 (Lauder)

Teaching time to S. Asia: 100%

Education: Elementary Education Certification (2003), M.Ed. (1997) University of Pennsylvania; English literature: M.Phil. (1994), M.A. (1991), B.A. (1989) Delhi University

Languages: Bengali (4), Hindi (4)

Overseas experience: India, Chile

South Asia courses: Beginning Bengali; Intermediate Bengali; Advanced Bengali; Beginning Hindi

Research and training specialization: Program planning for Lauder Hindi program students’ summer immersion in India (8 weeks/year) involving language instruction, cultural seminars and activities; and company visits. Advisor to children’s book on India; Engaged in projects (NFLC) for the development of on-line Hindi reading materials for teaching reading comprehension; Created lessons using authentic materials for Bengali learners, University of Pennsylvania; Involved in interpretation and translation services; Examiner of Bengali tests for American Institute of Indian Studies

Pedagogical training: Presenter at professional development workshops for South Asia language educators (community teachers; FLTAs); Regular participant in professional development workshops in language pedagogy organized at University of Pennsylvania; National Capital Language Resource Center; American Council on the Teaching of Foreign Languages; National Council of Less Commonly Taught Languages

Distinctions (select): Recipient of the STARTALK grant for proposal on ‘Hindi Summer Immersion program for high school students, 2009; Presented at National Council of Less Commonly Taught Languages conference on ‘Role of National Standards in Promoting Linguistic and Cultural Proficiency’, 2009; Co-leader of the Fulbright-Hays Group Project Abroad teachers’ group in India, Summer 2005; Certified ACTFL/ILR tester and rater in Bengali, an ACTFL mentor to tester-trainees of different languages and part of the ACTFL’s Bengali OPIC team; Recipient of three year- long IRS grants to develop Bengali materials.

ZOE BECKERMAN

Department Coordinator, Department of South Asia Studies

Appointed: 2011

Time to S. Asia: 100%

Education: B.A. (1991) University of Massachusetts, Amherst

Languages: French

Overseas experience: France, Canada, Israel, England

Distinctions: Recipient of the Silver Award, a monetary bonus awarded by The University of Pennsylvania School of Arts and Sciences in recognition for “extraordinary contribution to the mission of the School”, 2012; appointed to University of Pennsylvania Student Affairs Leadership Team Conference (SALT) “One Global Campus”, 2011; University of Pennsylvania Anti-Violence Advocates Training, 2011; University of Pennsylvania Focus Design Group Sub-Team on Cross Training, School of Arts and Sciences proposal: Skill Sharing for Employee Development (SEED), 2009-2010; University of Pennsylvania Certificate Program in Administrative Excellence, 2009; awarded highest rating for University of Pennsylvania Anthropology Graduate Coordinator in sixteen years, 2007; Account Executive of the Year, Nine West Group Inc. 1996.

JERE R. BEHRMAN

William R. Kenan Professor, Department of Economics; Director, Population Studies Center

Appointed: 1965, Tenured.

Teaching Time to S. Asia: 30%

Education: Ph.D. (1966) M.I.T; B.A. (1962) Williams College

Overseas experience: India, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal, Thailand, Vietnam, Indonesia, Hong Kong, Japan, Singapore, Malaysia, Philippines

South Asia courses: Micro Finance in Ghana.

Languages: Spanish (3)

Research and training specialization: Empirical micro demographic and economic behaviors in developing countries to understand various causal relations on a wide range of demographic and economic outcomes over the life course, through using integrated modeling-estimation approaches that incorporate market imperfections within dynamic contexts and special data

Select recent publications (54 recent publications)

- 2018 (With Paul C Hewett, Karen Austrian, Erica Soler-Hampejsek, Fiammetta Bozzani, Natalie A Jackson-Hachonda) “Erratum to: cluster randomized evaluation of adolescent girls empowerment Programme (AGEP): study protocol,” *BMC public health* 18(1): 67.
- 2018a. “A typology of social entrepreneurs: Motives, search processes and ethical challenges,” *Strategic Corporate Responsibility: The Social Dimension of Firms*, Torino.
- 2016 "Growth Faltering in the First Thousand Days after Conception and Catch-up Growth." In *The Oxford Handbook of Economics and Human Biology*, edited by John Komlos and Inas R. Kelly. Oxford, England: Oxford University Press, 2016.
- 2015 Behrman, Jere R.. "Twin Studies in Demography." In *International Encyclopedia of the Social and Behavioral Sciences*, Second Edition, edited by James D. Wright, 703-709. Vol. 24. Amsterdam: Elsevier, 2015.
- 2014 *Towards a Better Global Economy: Policy Implications for Global Citizens in the 21st Century* (with Franklin Allen, Nancy Birdsall, Shahrokh Fardoust, Dani Rodrik, Andrew Steer, and Arvind Subramanian), 2014, Oxford: Oxford University Press

Supervised (past 5 years): 26 Ph.D.

Distinctions: Silver Spoons, Falling Apples, Grandparental Effects and from Rags to Riches to Rags, Boetner, 2016-2017; Early Life to MAture Adulthood: Guatemalan INCAP Health and Socioeconomic Data, P30 Pilots, 2014-2015. Fellow of Econometric Society; Guggenheim Fellow; Fulbright 40th Anniversary Distinguished Fellow; Carlos Diaz Alejandro Biennial Prize for Outstanding Research Contributions to the Latin American Economy; Doctor Honoris Causa of the Universidad de Chile, 13 December 2011, invited lecture on “From Macro Econometric Analysis to Early Childhood Development”; National Academy Science-National Research Council Committee on Population; National Institute of Child Health and Development Advisory Committee

AQUEEL BHATTI

Lecturer in Music, Department of South Asia Studies

Appointed: 2005, Untenured.

Teaching time to S. Asia: 100%

Languages: Urdu (4)

Overseas experience: Pakistan

South Asia courses: Beginning Tabla (I); Beginning Tabla (II)

Performances:

Jan-April 2011 Tabla accompaniment with dance class at Swarthmore College, Swarthmore, PA.

2010	Performance at Indian consulate in NY
2009	Performance at Indian ambassador's residence in Washington, DC.
2006-present	Sivananda Yoga Retreat, Nassau, Bahamas: Performed and demonstrate on north Indian Music, teaching Tabla and performing with various Artists from India, Pakistan, and Bangladesh, in the USA, Canada and Caribbean.
1998-2003	Pakistan Christian Arts Council Rawalpindi, Pakistan: Took part in various cultural programs organized by the council. Performed on national TV (Pakistan TV) and Radio of Pakistan.

AMELIA CARTER

Assistant Director, South Asia Center

Appointed: 2016

Administrative Time to S. Asia: 100%

Education: B.A. Temple University (2011), M.A University Of Pennsylvania (2015)

Overseas experience: India, Sri Lanka, Nepal, Maldives, Malaysia, Singapore, Indonesia, Philippines, Cambodia, Thailand, Cuba, Canada, United Kingdom, France, Uruguay, Argentina

Other Experience: Program Coordinator at Middle East Center and Administrative Assistant at Office of Student Affairs at the University of Pennsylvania

Distinctions: Penn Women of Color Faculty/Staff Award 2018

JASMINE TASI YANKAR DUCKWORTH

Lecturer in Tibetan, Department of South Asia Studies

Appointed: 2014, Untenured

Teaching time to S. Asia: 100%

Education: B.A., Guilford College; B.A. (2000) Kathmandu University

Overseas experience: Tibet

Languages: Tibetan (4)

South Asia courses: Beginning Tibetan; Intermediate Tibetan; Advanced Tibetan

JAMAL J. ELIAS

Walter H. Annenberg Professor in the Humanities,
Professor, Department of Religious Studies and South Asia Studies

Appointed: 2006, Tenured.

Teaching Time to S. Asia: 30%

Education: Ph.D. (1991), M.A. (1987) Yale University; M.A. (1985) University of Pennsylvania; B.A. (1983) Stanford University

Overseas experience: Pakistan, India, Bangladesh, Central Asia

Languages: Urdu (4), Hindi (4), Punjabi (4), Persian (4), Pashto (2)

South Asia courses: Islam in the Modern World; History of Islamic Civilization; Introduction to Islamic Religion; Islam and the Religious Image; the Persian Intellectual Tradition; Sufism

Research and training specialization: Material culture and society in Pakistan.

Distinctions (select): Guggenheim Fellow, 2012; American Council of Learned Societies Fellow, 2012

Recent publications (7 recent publications):

2018	Forthcoming, "Ultimate Sacrifice: Women and Motherhood in Iranian Visual Culture," in The 'Other' Martyrs: Women and the Poetics of Sexuality, Sacrifice and Death in World Literatures, edited by Alireza Korangy and Leyla Rouhi, Wiesbaden: Harassowitz Verlag.
2018a.	<i>Alef is for Allah: Childhood, Emotion and Visuality in Islamic Society</i> . Berkley: University of California Press, 2018.
2017	"Mevlevi Sufis and the Representation of Emotion in the Arts of the Ottoman World," to appear in <i>Emotion and Subjectivity in the Art and Architecture of Early Modern Muslim Empires</i> , edited by Kishwar Rizvi, Leiden: E.J. Brill, 2017: 185-209.
2016	"Güzellik, İyilik ve Hayret (Beauty, Goodness and Wonder)," <i>Tasvir: Teori, ve Pratik Arasında İslam Görsel Kültürü</i> , edited by Nicole Kançal-Ferrari and Ayşe Taşkent, Istanbul: Klasik, 2016: 21- 33.

2015 “Götzendämmerung. Moderner Ikonoklasmus in der muslimischen Welt,” *Zeitschrift für Ideengeschichte* 9:3 (2015): 33-48.
 2015a. “Why there’s opposition to images of Muhammad.” *The Conversation* (January 23, 2015).
Supervised (past 5 years): 4 Ph.D.; 2 B.A.

AMRIT GAHUNIA

Lecturer in Panjabi, Department of South Asia Studies

Appointed: 1986, Untenured.

Teaching Time to S. Asia: 100%

Education: M.Phil., Punjab University

Overseas experience: India

Languages: Punjabi (4), Hindi (4)

Courses: Beginning Punjabi; Intermediate Punjabi; Advanced Punjabi; Advanced Hindi; Media and Popular Culture

Research interests: Developing Punjabi learning resources and the role of women in South Asian literature.

Pedagogical training: Instructor Training Workshops for STARTALK Hindi & Hindi-Urdu high school summer programs, 2009-14. Annual South Asia Center training workshops, 2005-14. Various Penn Language Center Workshops.

Distinctions: Certified STARTALK Language program instructor and was an instrumental part of the 2010-2012 Penn Hindi STARTALK program; developed instructional material for beginning and intermediate level Punjabi students; experienced in translation work editing and book reviews for various private publishers and organizations; advisor, Penn Sikh Organization. Developed and implemented Standards-Based lessons in Punjabi.

SRILATA GANGULEE

Lecturer, Asian American Studies;
 Assistant Dean, College of Arts and Sciences

Appointed: 1997 (Lecturer); 1994, Tenured (Assistant Dean).

Teaching Time to S. Asia: 60%

Education: Ph.D. (1973) New York University; M.A. (1965) Fletcher School of Law & Diplomacy, Tufts University; B.A. (1963) Presidency College, University of Calcutta, India

Overseas experience: India

Languages: Hindi (4), Bengali (4)

South Asia courses: Planning to be Off-shore: a Freshman Seminar; Advanced Bengali Literature, graduate level; Rivals in a Rising Asia, upper level undergraduate

Research and training specialization: Comparative socio-economic development of China, India, Pakistan and Bangladesh, 1947 to the present; Special economic zones in India and China

Supervised (past 5 years): Approximately 30 undergraduate independent studies and 5 honors theses in South Asia Studies

AMEENA GHAFAR-KUCHER

Senior Lecturer and Associate Director, International Educational Development Program,
 Education, Culture, and Society Division, Graduate School of Education

Appointed: 2009, Renewable tenure.

Teaching Time to S. Asia: 50%

Education: Ed.D. (2008), Teachers College, Columbia University; M.S.Ed / P.D. (2004) Fordham University; B.S. (1999) University of Maryland at Schwäbisch Gmünd, Germany

Overseas experience:

Languages: Urdu (3), Punjabi (1)

South Asia courses: Educational Development in South Asia; Race, Class, and Ethnic Inequalities in Education; Education, Development, and Globalization; Education in Developing Countries; IEDP International Field Experience; Doctoral Proseminar in International Education; Curriculum and Pedagogy in International Contexts; Migration, Displacement and Education: Contemporary Issues; Human Rights: Perspectives on Forced Migration & Education.

Research and training specialization: Educational and social experiences of Pakistani immigrant youth in the US

Recent publications (3 recent publications):

- 2015 "Narrow-minded and oppressive" or a "superior culture"? Implications of Divergent Representations of Islam for Pakistani-American Youth." *Race Ethnicity and Education*.
- 2014 "Writing culture; inscribing lives. A reflective treatise on the burden of representation in native research," *International Journal of Qualitative Studies in Education*.
- 2014a. "Assimilation," in D.C. Philips eds. *Encyclopedia of Educational Theory and Philosophy*. Sage. Ofelia Garcia, Zeena Zakharia, & Bahar Otcu (eds.). Multilingual Matters, 2012.

Supervised: 4 MEd.

Distinctions: Program Chair, South Asia Special Interest Group, Comparative and International Education Society, 2008-2011; Finalist, Outstanding Dissertation Award, Council on Anthropology and Education, 2008; Spencer Foundation Research Training Grant, Teachers College, Columbia University, 2006.

TOORJO GHOSE

Associate Professor, School of Social Policy & Practice

Appointed: 2007, Tenured.

Teaching Time to S. Asia: 20%

Education: Ph.D. (2005) UCLA; M.S.W (2000) Ohio State University; M.A. (1998), B.S., B.A. (1994) Miami University

Overseas experience: India

Languages: Bengali (4), Hindi (1), Gujarati (1), Sanskrit (1)

South Asia courses: Foundations of Social Work Practice (sex workers & empowerment in India, working with South Asian clients in session, and substance abuse in India); Substance Abuse Module (includes material on South Asian substance users); Global Health (module) (mobilizing sex workers in India)

Research and training specialization: Postcolonial Social Work Practice; effectiveness of substance abuse case management in India; mental illness among HIV positive sex workers in Kolkata

Recent publications (3 recent publications):

- 2015 (With A.J. Gordon, S. Metraux, & A.C. Justice) "The association between HIV status and homelessness among veterans in care. *Journal of Community Psychology*.
- 2015a. (With D. Swendeman, A. Fehrenbacher, S. Ali, D. Mindry, and M. Collins) "Whatever I have, I have made by coming into this profession: The intersection of resources, agency, and achievements in pathways to sex work in Kolkata, India." *Archives of Sexual Behavior*.
- 2014 (With S. Jana & S. Chaudhuri) "Exceeding the individual: A qualitative examination of a community-led structural intervention and its implications for sex workers and their families. *Global Social Welfare*, 1, 56-63.

Distinctions: Principal Investigator, Reducing HIV risk among sex workers with depression, National Institute of Mental Health, India Bilateral Collaborative Research Partnerships, 2013-2015; Wrap-around service intervention for recently released incarcerated people living with mental illness, Richard Mashaal, Senverst Investment Grant, 2014-2019; Co-Principal Investigator, Housing for homeless HIV positive women released from prison, MAC AIDS Foundation Grant, 2013-2014.

GREGORY Y. GOULDING

Assistant Professor, South Asian Studies

Appointed: 2017, Untenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. University of California, Berkeley (2015), M.A. University of California, Berkeley, (2009), B.A., NYU (2005)

Overseas experience: India

Languages: Hindi (4), Marathi (3), Sanskrit (3)

South Asia courses: South Asian Literature as Comparative Literature (Fall 2017), Introduction to Modern South Asian Literature (Fall 2017), Literature of the South Asian City: Space, Culture, Politics (Spring 2018) India's Literature: Love, War, Wisdom, and Humor (Spring 2018)

Research and training specialization: Modern South Asian literature; Hindi and Marathi literature intellectual and aesthetic frameworks, literary cultures.

Other Academic Experience: (9 Recent Conference Presentations):

- 2018 "Progressive Literature between Commitment and Form: the Criticism of Gajanan Madhav

- Muktibodh.” Annual Conference of the Association for Asian Studies, Washington, D.C.. March 22-25.
- 2017 “Movement through the City: Depictions of Layered Temporalities in the Work of Gajanan Madhav Muktibodh.” Annual Conference on South Asia, University of Wisconsin-Madison. October 11-14.
- 2017 “Hindi Internationalisms: Progressivism, Internationalism, and Debates over Aesthetics in the Context of the Cold War.” Global History Workshops. Leiden University. April 20-22.

Recent publications:

- 2012 Two Models of Modernist Aesthetics in Hindi Criticism, in *Hindi Modernism*, ed. Vasudha Dalmia (Berkeley: CSAS), 147-159.
- Forthcoming “ Gajanan Madhav Muktibodh.” in the Routledge Encyclopedia of Modernism. New York: Routledge.

Distinctions: Research Fellow, International Institute of Asian Studies, Leiden, Fulbright-Nehru IIE Student Research Fellowship.

WENDY D. GRUBE

Practice Associate Professor of Nursing
Director of the Center for Global Women’s Health

Appointed: 2011, Untenured

Teaching time to S. Asia: 25%

Education: Ph.D. , University of Pennsylvania,(2010), MSN, University of Pennsylvania (1982), BSN, Pennsylvania State University (1971)

Overseas experience: India, Thailand

Research and training specialization: Preventative health care for under-served populations, clinical education, public policy, practice and technology, women’s health and primary care,complementary and alternative therapies, Comparative Health Systems, Global Health.

Recent publications (5 recent publication):

Distinctions: Nightingale Award for Nursing Education-Academic, Provost’s Award for Teaching Excellence, Editorial Advisory Board, Women’s Healthcare: A Clinical Journal for NPs

KATHLEEN D. HALL

Associate Professor, Graduate School of Education & Anthropology;
Former Director, South Asia Center (2006-2013)

Appointed: 1995, Tenured

Teaching time to S. Asia: 30%

Education: Ph.D. (1993), M.A. (1985) University of Chicago; B.A. (1979) California State University at Fresno

Overseas experience: India, Punjabi diasporic communities of UK and US

Languages: Hindi (1), Punjabi (1)

South Asia courses: Culture/Power/Identities; Social Theory; Ethnographic Research Methods (useful for students conducting Overseas research in South Asia); Global Citizenship and Anthropology and Education (include ethnographies on South Asia and the South Asian diaspora); Social Theory in Education; Foundation of Education; Ethnographic Filmmaking; Cultural Diversity and Global Connections; Craft of Ethnography

Research and training specialization: Immigration, race relations, and education; citizenship, cultural politics, and national incorporation; class, socialization and social stratification; social theory; ethnographic research

Recent publications (1 recent publication):

- 2017 (With Amy Stambach) eds. 2017. *Anthropological Perspectives on Student Futures: Youth and the Politics of Possibility*, Palgrave Macmillan.

Supervised (past 5 years) 26 Ph.D./Ed.D.; 15 MS.Ed.; 2 B.A.

Distinctions: Provost’s Award for Distinguished Ph.D. Teaching and Mentoring, 2009; Provost University Fellowship, Salzburg Seminar: “Immigration and Inclusion: Rethinking National Identity,” 2007; Michael Katz Award for Excellence in Teaching, Urban Studies Program, 2000

FEMIDA HANDY

Professor, School of Social Policy and Practice

Appointed: 2005, Tenured.

Teaching Time to S. Asia: 10%

Education: M.A., M.E.S., Ph.D. (1995) York University; B.Sc. (1970) University of Pune

Overseas experience: India

Languages: French (2), Hindi (2), Gujarati (2)

Research and training specialization: Nonprofit and Voluntary Sector Economics Volunteering and Philanthropy - National and International Nonprofit Management and Innovation Micro-finance and Non-Governmental Organizations (NGOs) in India Social Accounting for Philanthropic Resources Environmental Values and Philanthropy

South Asia courses: Philanthropy and Health; The Economics of Human and Organizational Life; Ethics & Social Impact; Social Welfare & Economics; Corporate Social Responsibility: Partnerships and Practices; Microfinance and Women's Empowerment in India;

Select recent publications (27 recent publications):

- 2018 (With A. Russel), *Ethical Decision making for social impact*, Palgrave Macmillan.
 2017 (With T. Katz-Gerro, I. Greenspan, and H.Y. Lee), "Personal value types and environmental behaviors in four countries: Biospheric, universalism, benevolence, and conformity revisited," *Environmental Values* 26 (2) 223-249.
 2016 (With M. Kassam & E. Janson), *Philanthropy in India: Practice and Promise*. New Delhi: Sage.
 2015 (With P. Weipking)(Eds) *The Palgrave Handbook on Global Philanthropy*. London, UK: Palgrave Macmillan.

Distinctions: Virginia A. Hodgkinson Research Prize for best research book on philanthropy and the nonprofit sector: The Palgrave Handbook on Global Philanthropy (2015), 2016; Emerald Best International Symposium Award. Academy of Management for Making Nonprofit Organizations More Meaningful: What Can We Learn from Global Philanthropy? (2016), 2016.

RENATA HOLOD

College of Women Class of 1963 Professor, Department of the History of Art
 Curator of Islamic Art, Near East Section, University Museum

Appointed: 1993, Tenured (Professor); 1994 (Curator)

Teaching Time to S. Asia: 15%

Education: Ph.D. (1972) Harvard University; M.A. (1965) University of Michigan; Honours B.A. (1964) University of Toronto

Overseas experience: Syria, Iran, Afghanistan, Iraq, Morocco, China, Turkey, Egypt, Tunisia, Ukraine

Languages: Persian (2), Uzbek (1)

South Asia courses: Introduction to the Visual Culture of the Islamic World; Presenting the Past: The Middle East Galleries at Penn Museum; Later Islamic Art & Arch; Topics in Art of Iran: From the Sasanians to the Abbasids.

Museum experience: Middle East Galleries Redesign, Penn Museum, 2018: responsible for the following exhibits: "Rayy: City and Region", "Life on an Estate", "Trade Goods", "Safavid Textiles", "Clothing the Body: Rank, Gender, and Age," and "Books: A Designed Experience", "Ceramics: From Medieval to Global".

Research and training specialization: Archeological and archival survey of the Island of Jerba, Tunisia; Vision & gaze in the study of the visual culture of Islamic civilization: Long term inquiry into the history of art and optics.

Select publications (11 recent publications):

- 2017 "Approaching the Mosque: Birth and Evolution" in *The World of the Mosque: Magnificent Designs*, Rizzoli (December, 2017).
 2016 (With O. Halenko Yu Rassamakin and W.T. Woodfin) "A Cuman Chief's Trophy from Chunchul Barrow: Reuse, Ritual Functions, and Symbolism", Part II *Arkheolohiia* 4 (2016), 42-71.
 2016b. (With Jordan Pickett, John Schreck, Yuriy Rassamakin, Oleksandr Halenk, and Warren T. Woodfin), "Architectural energetics of tumuli construction on the medieval Eurasian steppe: the case of the Chungul Kurgan" *Journal of Archaeological Science* 75 (2016) 101- 114.
 2016c. (With Oleksandr Halenko) "The severe landscapes of 'Mother Sarmatia': Steppe Ukraine in the eyes of a Polish gentleman in 1569" *Harvard Ukrainian Studies* 32, Festschrift for George Grabowicz (2015) 349-376.

Distinctions (select): Aga Khan Trust for Culture, Assessment Board, 2012-2013; President, Board of Trustees, Ukrainian Museum New York, 2013; Provost's Award for Mentorship of Graduate Students, 2010.

DEVESH KAPUR

Madan Lal Sobti Associate Professor, Department of Political Science;

Director, Center for the Advanced Study of India

Appointed: 2006, Tenured. **Teaching Time to S. Asia:** 50%

Education: Ph.D. (1994) Woodrow Wilson School, Princeton University; M.S. (1985) Univ. of Minnesota; B.Tech (1983) Institute of Technology, Banaras, India

Overseas experience: India; Indian-American Diaspora (US)

Languages: Hindi (4), Bengali (1)

South Asia courses: Political Economy of Development; Political Economy of International Migration; Business & Politics of Developing Countries; Society and Politics in India; Gender and Development in India; Politics of Emigration & South-South Migration

Research and training specialization: Effects of international migration from India on India; Higher education reforms in India; Public institutions and administrative reforms in India.

Select publications (11 recent publications):

2017 (Eds. With Pratap Bhanu Mehta and Milan Vaishnav), *Rethinking Public Institutions in India*, Oxford University Press, May 2017.

2016 (With Sanjoy Chakravorty and Nirvikar Singh) *The Other One Percent: Indians in America*, Oxford University Press, 2016.

2015 "Public Opinion," in David M. Malone, Srinath Raghavan and C. Raja Mohan (eds.), *Oxford Handbook on Indian Foreign Policy*, 2015.

2014 (With D. Shyam Babu and Chandra Bhan Prasad) *Defying the Odds: The Rise of Dalit Entrepreneurs*, Random House India, 2014.

Supervised (past 5 years): 10 Ph.D.; 5 B.A.

Distinctions: 2012 ENMISA (Ethnicity, Nationalism, and Migration Section of the International Studies Association) Distinguished Book Award; Macarthur Foundation: "How Can Talent Abroad Help Reform Institutions at Home? Towards a New Diaspora Agenda in Development," 2008-2010.

FIROOZEH KASHANI-SABET

Robert I. Williams Term Professor, Department of History; Director, Middle East Center

Appointed: 1999, Tenured.

Teaching Time to S. Asia: 25%

Education: Ph.D. (1997) Yale University

Overseas experience: Iran, Turkey, Emirates, Britain, France

Languages: Persian (4), French (4), Spanish (3), Arabic (2), Ottoman Turkish (2), Italian (2)

South Asia courses: History of the Modern Middle East (including Afghanistan); Revolutions in the Middle East; Civilizations at Odds? The U.S. and the Middle East; Crossroads of Empire: the Indian Ocean, the Persian Gulf, & the Middle East; Topics in Middle East History: Consumer Culture and North Africa; From Oil Fields to Soccer Fields: The Middle East in the 20th Century; History of the Middle East Since 1800; Iran, Iraq and the Persian Gulf.

Research and training specialization: Iranian-Afghan relations; Iraqi-Iranian relations; Modern Islam

Recent publications (2 recent publications):

Forthcoming *Tales of Trespassing: Borderland Histories of Iran and the Middle East* (Cambridge: Cambridge University Press).

2015 (Eds. with Beth S. Wenger) *Gender in Judaism and Islam: Common Lives, Uncommon Heritage*, New York: New York University Press.

2014 "Dressing up (or down): veils, hats and consumer fashions in interwar Iran" In *Anti-Veiling Campaigns in the Muslim World: Gender, Modernism and the Politics of Dress*, eds. Stephanie Cronin, London: Routledge.

Supervised (past 5 years): 1

Distinctions: Winner of 2012 book award from the *Journal of Middle East Women's Studies* for outstanding scholarship in the Overseas of Middle East gender studies for *Conceiving Citizens: Women and the Politics of Motherhood in Iran*.

SUVIR KAUL

A. M. Rosenthal Professor, Department of English

Appointed: 2003, Tenured.

Teaching time to S. Asia: 25%

Education: Ph.D. (1986) Cornell University; M. Phil. (1981), M.A. (1977), B.A. (1975) Delhi University.

Overseas experience: India

Languages: Hindi (4)

South Asia courses: Introduction to Literary Theory; Restoration & 18th Century Drama; 18th Century British Literature & Culture; The Literature & Historiography of National Trauma: Partition & South Asia; 18th Century Literature: Land, Labor, Literature; Imagining the Nation: Writing Great Britain, 1660-1800; Study of a Theme: Pirates: Real and Imagined.

Research and training specialization: 18th-Century British Literature; Postcolonial and Transnational Literature; Drama and Theatre; Gender and Sexuality Studies; Poetry and Poetics; Race, Empire, Postcolonialism; Transatlantic Studies.

Recent publications (2 recent publications):

2018 "The Witness of Poetry: Political Feeling in Kashmiri Poems," In *Kashmir: History, Politics, Representation*, Eds. Chitralekha Zutshi, Cambridge University Press.

2015 *Of Gardens and Graves: Kashmir, Poetry, Politics*, Duke University Press (2015).

Supervised (past 5 years): 3 Ph.D.

FARIHA I. KHAN

Lecturer, Asian American Studies; Associate Director, Asian American Studies Program

Appointed: 1997 (Lecturer); 2008 (Associate Director).

Teaching Time to S. Asia: 50%

Education: Ph.D. (2008), M.A. (2001) University of Pennsylvania; M.A. (1994) Yale University; B.S. (1991) Drexel University.

Languages: Urdu (4), Arabic (2)

South Asia courses: South Asians in the U.S.: Introduction to history of South Asian migration as well as current issues; Conversations and Discourse – Asian American History and Activism; Asian American Communities; Asian American Food.

Academic experience:

2013 "Bangladeshi American Youth: Migration, Memory, and Social Change." Paper presented at the annual meeting of the American Folklore Society, Providence, Rhode Island.

2012 "What Is Asian American Folklore Anyway?" Paper presented at the annual meeting of the American Folklore Society, New Orleans, Louisiana.

2011 "Mapping South Asian American Muslim Identity." Paper presented at annual meeting of the Association for Asian American Studies, New Orleans, Louisiana.

Publications (1 recent publication):

2017 "Asian American Identities and Practices: Folkloric Expressions in Everyday Life," *Western folklore*, 76(1): 103.

2006 South Asian communities. In S. J. Bronner (Ed.), *Encyclopedia of American Folklife*. Armonk, New York: M.E. Sharpe.

Distinctions: Chair of the Board of Directors for the Pan Asian American Community House; Co-Chair of the Board of Directors for the Philadelphia Folklore Project; Board of Directors of the Samuel S. Fels Fund; Governor's Advisory Commission on Asian Pacific American Affairs, 2015.

JAMES KURICHI

Lecturer in Malayalam, Department of South Asia Studies

Appointed: 1990, Untenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. (1975) Banaras Hindu University; M.Ed. (1979) Antioch University

Overseas experience: India

Languages: Malayalam (4), Hindi (4), Tamil (3)

South Asia courses: Beginning Malayalam, Intermediate Malayalam, Advanced Malayalam

Pedagogical training: Regular participant in professional development workshops in language pedagogy organized by Penn Language Center and Dept. of South Asia Studies, University of Pennsylvania

Publications:

2003 *Teaching Malayalam through English*. Woolwich, New Jersey: New World Publications.

MOLLIE LAFFIN-ROSE

Associate Director, South Asia Center

Appointed: 2018.

Administrative Time To S. Asia: 100%

Education: M.S.Ed. University of Pennsylvania (2019), B.A. Wesleyan (2008)

Overseas experience: India

Languages: Italian(4), Spanish (3), Hindi (1),

Other Professional Experience: Administrative Coordinator, CASI; Grant Writer & Consultant Educational Initiatives, New Delhi; Program Associate American India Foundation; TESOL instructor, British Council New Delhi, Zabaan Language Institute, New Delhi; Editorial Assistant Macmillan Publishers; Consulting Editor;

Pedagogical training: CELTA / TESOL, University of Pennsylvania, Intercultural Leadership Program

ANIA LOOMBA

Catherine Bryson Professor, Department of English

Appointed: 2003, Tenured.

Teaching time to S. Asia: 25%

Education: Ph.D. (1988) University of Sussex; M.Phil. (1981), M.A. (1977), B.A. (1975) Delhi University

Overseas experience: India, U.K.

Languages: Hindi (4), Punjabi (3)

South Asia courses: Global Feminisms; Postcolonial Literature: Radical India: Histories, Literature, Debates; Gendered Spaces, Globalized Intimacy and the Exotic; Narrative Across Cultures; Reading in Comparative Methods; Renaissance Literature & Culture: The Global Renaissance; Feminism and Postcolonialities.

Research and training specialization: Feminisms for the present: theory and activism in South Asia; Women and the Indian Left: memories, sexualities, domesticities; Shakespeare performances in contemporary India; Women's clothing in colonial India

Select publications (11 recent publications):

2019 Forthcoming. *Revolutionary Desires: Women, Communism, and Feminism in India*, Routledge.

2018 *A Cultural History of Western Empires*, Bloomsbury.

2016 (editor with Melissa E. Sanchez) *Rethinking Feminism in Early Modern Studies: Gender, Race, and Sexuality*, London: Routledge.

2016a. “: Subjectivity and Science in Postcolonial Archaeology,” In *Handbook of Postcolonial Archaeology*, Eds. Jane Lydon and Uzma Z. Rizvi, New York: Routledge.

2015 *Colonialism/Postcolonialism (The New Critical Idiom)*. Routledge.

Supervised (past 5 years): 3 Ph.D.

Distinctions: Shelby Cullom Davis Center Fellowship, Princeton University, Spring 2010 (declined); Mellon Distinguished Visitor Fellowship, University of Witwatersrand, Johannesburg, South Africa, June 2009; University Research Foundation Award for *Transnational Pasts*, April 2009

MARK T. LYCETT

Director, South Asia Center, Adjunct Professor of Anthropology, and Consulting Scholar, Asian Section, Penn Museum of Anthropology and Archaeology

Appointed: 2017, Untenured

Time to S. Asia: 100%

Education: Ph.D. with distinction (1995), B.A. (1983) University of New Mexico

Overseas experience: India (21 years' experience, including field research and teaching in India)

Languages: Spanish (2), French (3), Hindi (1)

South Asia courses: Colonial Ecologies; Monument and Memory in South Asia; History and Place in South India; Making the Natural World: An Introduction to Political Ecology; Nature, History, and Conservation in South Asia (CU in India, 2019).

Research and training specialization: Archaeology, method and theory, analytical methods, ethnohistory, colonialism, demography, historical and political ecology, environmental history, landscape ecology, biodiversity, conservation.

Recent Academic Experience (selected):

2009-10; 2012-16 Interim Director, Center for International Studies, University of Chicago

2007-16 Director, Program on the Global Environment, University of Chicago.

- 2002-16 Faculty Director, South Asian Civilization Quarter Abroad Program, University of Chicago.
2018 Chair and Discussant, Monuments in Landscape: Design, Encounter, and Aleatory Process in South Asian Built Spaces. 47th Annual Conference on South Asia, October 11-14, 2018.
2018 (S. Haricharan, K.D. Morrison, M.T. Lycett) *Mapping the history of Iron Age-Early Historic burials of southern India*, Meetings of the European Assoc. of South Asian Archaeologists, Naples, July 1-6, 2018.
2018 *Archaeological Perspectives on Population History and Social Diversity in South Asia*. Paper presented at the 87th Annual Meeting of the Society for Physical Anthropology, Austin, 2018.
2017 (M.T. Lycett, A. Bauer, and M. Madella) *Six Thousand Years of South Asia: Implications for Climate Modeling*. Paper presented at the 82nd Annual Meeting of the Society for American Archaeology, Vancouver, April 1, 2017.
2016 (M.T. Lycett and K.D. Morrison) *Data Bases and Data Sharing in South Asian Archaeology: Inscriptions, Site Records, and Radiocarbon Records*. Paper Presented at the South Asia Archaeology Workshop, University of Pennsylvania, March 19, 2016.
2015 (K.D. Morrison, M.T. Lycett, and Sujatha Reddy) *Networks of Prestation: Digital Analysis of South Indian Inscriptions*. Vijayanagara conference, University of Chicago, November 7, 2015.

Recent publications (8, selected):

- 2016 (K.D. Morrison, M. Lycett, and M. Trivedi) Megaliths and Memory: Kadebakele and the Megaliths of Northern Karnataka, in *Proceedings of the 20th Conference of the "European Association for South Asian Archaeology and Art". Vol. 2: Contextualizing Material Culture in South and Central Asia in Pre- Modern Times*, edited by V. Widorn, U. Franke, and P. Latschenberger pp. 239-252. Brepols, Turnhout.
2014 (K.D. Morrison and M.T. Lycett) Constructing Nature: Socionatural Histories of an Indian Forest, in *The Social Lives of Forests: The Past, Present, and Future of Woodland Resurgence*, ed. S.B. Hecht, K.D. Morrison, and C. Padoch, pp.148-160. University of Chicago Press.
2013 (M.T. Lycett and K.D. Morrison) The "Fall" of Vijayanagara Reconsidered: Political Destruction and Historical Construction in South Indian History. *Journal of the Economic and Social History of the Orient*. 56: 433–470.
2013 (K.D. Morrison and M.T. Lycett) Forest Products in a Wider World: Early Historic Connections in Southern India, in *Connections and Complexity: Papers in Honor of Gregory Possehl*, ed. S. Abraham, T. Raczek, and U. Rizvi, pp. 127-142. Left Coast Press, Walnut Creek, CA.

Supervised: (last 5 years): 4 Ph.D., 2 M.A., 20 B.A.

Distinctions: Social Science Research Fund, University of Chicago; Woman's Board Grant, University of Chicago, National Geographic Society Grant; Future Faculty Mentorship Award, University of Chicago; National Science Foundation Graduate Fellowship; Frieda D. Butler Memorial Lecturer, University of New Mexico.

DARIELLE MASON

Adjunct Associate Professor, Dept. of the History of Art;
Stella Kramrisch Curator of Indian and Himalayan Art, Philadelphia Museum of Art

Appointed: 2005 (History of Art); 1996, Tenured (PMA)

Teaching Time to S. Asia: 100 %

Education: Ph.D. (1995) University of Pennsylvania; B.A. (1982) Williams College

Overseas experience: India, Nepal, Sri Lanka, Indonesia, Cambodia, Vietnam, Thailand

Languages: Sanskrit (2), Hindi (2), Gujarati (1)

South Asia courses: Studying South Asian Art at the Philadelphia Museum of Art; Indian Painting; Indian Temple Sculpture; Modern Art in India; study tours to India for the Philadelphia Museum of Art

Research and training specialization: At work on the publication *Mysteries of the Mandapa: The South Indian Temple Hall in the Philadelphia Museum of Art*; Working on research for general collection catalogue of the Philadelphia Museum of Art's Stella Kramrisch Collection of South Asian art; Upcoming collection exhibitions for the Philadelphia Museum of Art include (working titles) "Mandala: Mapping the Palace of God," "Architecture and Environment in Indian Painting," "Where Mountains Meet: Arts of Nepal," "Arts of Southern India and Sri Lanka"

Recent publications (2 recent publications):

- 2017 "Identity and Transformation: The Politics of Embroidery in South Asia," in *Phulkari: Embroidered Textiles of Punjab from the Jill and Sheldon Bonovitz Collection* (Philadelphia:

Philadelphia Museum of Art with Yale University Press).
 2016 (With Neeraja Poddar) *Krishna's Earthly Paradise: Two Shrine Hangings from H. Peter Stern* (Philadelphia: Philadelphia Museum of Art with Yale University Press: 2016).

Distinctions: Alfred H. Barr Jr. Award for Museum Scholarship from the College Art Association; Invitational residential fellowship at Acadia Summer Arts Program; Editorial Board Archives of Asian Art; Board of Directors American Council for Southern Asian Art; Advisory Board Jiv Daya Foundation; Honorary Vetting Committee International Asian Art Fair; Srimati Nabadurga Banerji Endowment Lecture (Asiatic Society of Mumbai); project grants include from the E. Rhodes and Leona B. Carpenter Foundation, The Coby Foundation, the Pew Charitable Trusts, and the National Endowment for the Humanities.

ANURADHA MATHUR

Professor, Department of Landscape Architecture, School of Design

Appointed: 1994, Tenured.

Teaching Time to S. Asia: 20%

Education: MLA (1991) University of Pennsylvania; B. Arch. (1986) School of Architecture, Ahmedabad, India

Overseas experience: India

Languages: Hindi (4)

South Asia courses: Design in the Terrain of Water I; Design in the Terrain of Water II; Crossing Borders: Stations & Trajectories; Theory & Design.

Research and training specialization: Mumbai in an Estuary; Ganga: The Immensity beneath the Ganges, Bangalore's Tanks and Drains.

Selected projects: The Mithi River, Mumbai: 12 Projects; House 212, Bangalore; Botanic garden & conference center, Madurai

Recent publications (3 recent publications):

2018 Forthcoming. *The Invention of Rivers: Alexander's Eye and Ganaga's Descent*. PennPress.

2016 (with Dilip da Cunha) *Aqueous Terrain*, Journal of architectural education, 70(1): 35-37.

2014 (editor with Dilip Da Cunha) *Design in the Terrain of Water*. University of Pennsylvania: Applied Research & Design.

Supervised (past 5 years): Numerous Landscape Architecture professional degrees

Distinctions: Pew Fellowship Grant, 2017; Penn State Department of Landscape Architecture 2012 John R. Bracken Fellow.

JUSTIN THOMAS MCDANIEL

Associate Professor, Department of Religious Studies

Appointed: 2009, Tenured.

Teaching time to S. Asia: 60%

Education: PhD (2003) Harvard University, MTS (1998) Harvard University, BA (1993) Boston College

Overseas experience: Thailand, India, Japan

Languages: Sanskrit, Pali, Thai, Lao, Shan, Japanese, Latin, French, German

Relevant courses: Integrated Studies I: Body, Image, Spirit; Living Deliberately: Monks, Saints & the Contemplative Life; Gods, Ghosts, and Monsters; Existential Despair; Introduction to Buddhism; Buddhist Texts & Contexts; Religion and the Occult; Existential Despair; Readings Pali Buddhism.

Select publications (17 recent publications):

2018 "The Goddess of Old Money: The Chettiar Bankers of India and their Temples in Southeast Asia," Material Religion The Journal of Objects Art and Belief, 14(10):1-12.

2018a. "Ethnicity and the galactic polity: Ideas and actualities in the history of Bangkok," *Journal of Southeast Asian Studies*, 49(01): 129-148.

2017 *Architects of Buddhist Leisure: Socially Disengaged Buddhism in Asia's Museum, Monuments, and Amusement Parks* (University of Hawaii Press, 2017).

2017a. "Strolling through Temporary Temples: Buddhism and Installation Art in Modern Thailand," *Contemporary Buddhism* 18(1): 1-34.

2015 "Liberation Materiality: Thai Buddhist Amulets and the Benefits of Selling Sacred," *The Journal of Objects, Art and Belief*, 11(3): 401-403.

Distinctions: Guggenheim Fellow, 2012-2013; The Charles Ludwig Distinguished Teaching Award, University of Pennsylvania, 2013; Winner of the *Kahin Prize for Best Book by a Senior Scholar in Southeast Asian Studies*, given by the Association of Asian Studies; Winner of the *Harry Benda Prize for Best First Book in Southeast Asian*

Studies, given by the Association of Asian Studies.

MICHAEL W. MEISTER

W. Norman Brown Professor, Department of the History of Art and South Asia Studies

Appointed: 1976, Tenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. (1974), M.A. (1971), B.A. (1964) Harvard University

Overseas experience: India, Pakistan, Afghanistan, Sri Lanka, Nepal, Burma, Thailand, Cambodia, Indonesia, Taiwan, Hong Kong, Japan, Singapore, Iran, Lebanon, Syria, Turkey, South Africa

Languages: Hindi (2), Sanskrit (2)

South Asia courses: Topics in Indian Art: Seeing in South Asia; South Asian Architecture: Practice and Symbolism

Research and training specialization: Buddhist and Hindu architecture in Pakistan; Indian temples and iconography; modernity and contemporary art in South Asia.

Recent publications (1 recent publication):

- 2015 "Gumbat-Balo Khale (SWAT): Architectural Analysis, Conservation, and Excavation," *South Asian Archaeology and Art 2012: Volume 2*, eds. Vincent Lefevre, Aurore Didier and Benjamin Mutin, Brepols Publishers: Turnhout, Belgium.
- 2013 "Conservation and Studies at Gumbat-Balo Khale Site (District Swat, Tahsil Barikot)," M. Meister and Luca M. Olivieri, *Journal of Asian Civilization*.
- 2013a. "Seeds and Mountains: The Cosmogony of Temples in South Asia." *Heaven on Earth, Temples, Ritual, and Cosmic Symbolism in the Ancient World*. Edited by Deena Ragavan. Oriental Institute Seminars 9, The Oriental Institute of the University of Chicago: Chicago.

Supervised (past 5 years): 6 Ph.D. dissertations; 1 M.A. thesis

Distinctions (select): Gastprofessur, Institut für Kunstgeschichte, Universität Wien, 2008; Keynote speaker, Courtauld Institute, London, 2012.

MUSTAFA MENAI

Lecturer in Urdu, Department of South Asia Studies

Appointed: 2012, Untenured.

Teaching Time to S. Asia: 100%

Education: M.A (1999) Columbia University-Teachers College; B.A. (1997) University of Massachusetts.

Languages: Urdu (4), Punjabi (2), Hindi (1)

Overseas experience: Pakistan, Bangladesh

South Asia courses: Urdu Fiction Writing; Social Structures in Classic Urdu Texts; Urdu Poetry in Translation; Urdu Poetry in Translation: Poetry of Resistance, I Am Truth; Beginning Urdu; Intermediate Urdu; Advanced Urdu; Literature in Translation-Sufism and Resistance.

Research and training specialization: Early Childhood Language Development, Competency Based Learning, Student Centered Teaching, Curriculum, Materials and Assessments development.

Pedagogical training: Regular participant in professional development workshops in language pedagogy organized by Penn Language Center and South Asia Center, University of Pennsylvania. STARTALK Instructor Training, 2014.

Distinctions: STARTALK New York University certification for Teaching Urdu to Non-Native Speakers, STARTALK certification of completion of Oral Proficiency Interviewing training, Defense Languages Institute Certified Reviewer, Cognitive Interviewing Certification from Princeton University, Defense Languages Institute Adult Language Learning On-line Lesson Developer.

ALLYN MINER

Senior Lecturer, Department of South Asia Studies

Appointed: 1987, Renewable Tenure.

Teaching Time to S. Asia: 100%

Education: Ph.D. (1994) University of Pennsylvania; Ph.D. (1982) Banaras Hindu University; B.A. (1974) University of Wisconsin; Musical Training (sitar): Ustad Ali Akbar Khan (1985-); Thakur Raj Bhan Singh (1971-82)

Overseas experience: India

Languages: Hindi (4), Sanskrit (3), Urdu (2), Bengali (1)

South Asia courses: Sitar Performance levels I, II, and advanced; Hindustani Sitar Music: A Performance Study; Sitar Studies.

Research and training specialization: Research Fellow 2011-14, Transitions in Indian Music and Dance in the Colonial Indian Ocean, c.1750-1950, Awadh Case Study: “Non-elite Musicians in Wajid Ali Shah’s Lucknow. Publication under contract: “The Minqār-i mūsīqār of Hazrat Inayat Khan. Sitar concert performances and demonstrations, ongoing.

Recent publications (2 recent):

2017 The *Sangitaparijata*, a seventeenth-century Sanskrit text on Indian music. Indira Gandhi Centre for the Arts, Delhi.

2016 *The Minqar-i Musiqar: Hazrat Inayat Khan’s classic 1912 work on Indian Musical Theory and Practice*. Suluk Press.

Supervised (past 5 years): 1Ph.D.

Distinctions: Organized and hosted “Musical Transitions to European Colonialism in the Eastern Indian Ocean” a collaborative research conference sponsored by the European Research Council, King’s College London.

LISA MITCHELL

Associate Professor, Department of South Asia Studies

Appointed: 2006, Tenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. with distinction (2004), M.Phil. (1999), Sociocultural Anthropology, Columbia University; M.A. with distinction (1993), Research Track, TESL, University of Illinois—Urbana-Champaign; B.A. (1988) Government & Third World Studies, Oberlin College

Overseas experience (India, 8 years total):

Languages (South Asian): Telugu (3), Hindi (1.5), Tamil (1), Sanskrit (1).

South Asia courses: Neoliberalism and the City; Climate Change and Security with Kimberly Thomas; State Domination and the Politics of Resistance; Managing the Markets; Colonialism and Financial Capital; Power and Politics; Doing Research: Qualitative Methods and Research Design; East and West: A Hitchhiker’s Guide to the Cultural History of the Modern World; Money, Markets and Mutuality.

Research and training specialization: Infrastructure in South Asia (cultural history of cement); cosmologies of credit in the context of Indian urbanization; speculative economies and growth corridors; the city and built environment in South Asia; public space and political protest in the history and everyday practice of Indian democracy; the street and the railway station as public space; culture and commodities.

Recent Publications (3 recent, and 9 forthcoming):

2018a. “Spaces of Collective Representation: Urban Growth, Democracy, and Political Inclusion,” White Paper Series for World Urban Forum, University of Pennsylvania.

2015 “The Visual Turn in Political Anthropology and the Mediation of Political Practice in Contemporary India,” *The Visual Turn: South Asia Across the Disciplines*, Sandria Freitag, ed., Routledge.

2014 “The Visual Turn in Political Anthropology and the Mediation of Political Practice in Contemporary India,” *South Asia* (special issue on “Visual Culture in South Asia”).

Supervised (past 5 years): 6 Ph.D.; 3 M.A.; 2 B.A.

Distinctions: Andrew W. Mellon Faculty Fellow, Humanities, Urbanism, Design (H-U-D), University of Pennsylvania, 2013-2014, 2015-2016, Spring 2018 ; Trustees’ Council of Penn Women Summer Research Fellowship, Summer 2017; Andrew W. Mellon Faculty Fellow, Price Lab for Digital Humanities Seminar, 2016-2017; American Institute of Indian Studies/National Endowment for the Humanities Senior Research Fellowship, 2014-2015; Visiting Fellow, Clare Hall, University of Cambridge, 2014; Mellon Humanities, Urbanism, Design Fellow, UPenn, 2013-2014.

AFSAR MOHAMMAD

Senior Lecturer, Telugu and South Asian Studies

Appointed: 2016, Untenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. University of Wisconsin (2010)

Languages: Urdu (4), Hindi (4), Telugu (4)

Overseas experience: Pakistan, Bangladesh

South Asia courses: (12, selected): South Asia and the Novel, Indian Poetry and Religions, Resistance literatures of South Asia, Islamic cultures and literatures of South Asia Urban Practices of Islam, Sufism in South India.

Research and training specialization: South Asian Islam and Hinduism, Religions and literatures in South India; Devotional and Public Ritual Performances in South India; Ethnography of South Asia; Religious Conflicts and Resolution; Indian languages and literature (Hindi, Urdu and Telugu).

Recent Publications (7 recent):

2013 *The Festival of Pirs: Popular Islam and Shared Devotion in South India*, Oxford University Press, New York.

2015 “Metal Hands, Red Threads, and Green Flags: Materializing Islamic Devotion in South India” in edited volume on *Material Religions in South Asia*, Ed: Tracy Pritchman and Corinne Dempsey, SUNY Press

2016 “The Power of the Little Hajj: Muslim Pilgrimage in South India,” in *Religious Travels in India*, ed. Andrea Marion Pinkney, Oxford University Press.

Distinctions: Saraswathi Bhasha Samman for contributions to Telugu poetry since 1980. Editor, Saranga..

KATHLEEN MORRISON

Sally and Alvin V. Shoemaker Professor & Chair, Department of Anthropology,
South Asia Curator, University Museum of Anthropology and Archaeology,
University of Pennsylvania.

Appointed: 2017, Tenured.

Teaching Time to S. Asia: 75%

Education: Ph.D., University of California, Berkeley, 1992; M.A., (with distinction) Anthropology, University of New Mexico, 1986; B.A. (with honors) Anthropology, University of Notre Dame, 1984.

Oversees experience: India.

Languages: German (3), Classical Greek (2), Hindi (2)

Research and training specialization: South Asia, historical anthropology, colonialism and imperialism, archaeological method and theory, agriculture, landscape history, political ecology, archaeobotanical analysis, stable isotope analysis, anthropology of food, conservation, biodiversity.

Recent publications (select; 23 recent publications):

2018 “Christians and Spices: Hidden Foundations and Misrecognitions in European Colonial Expansion to South Asia,” in *Globalization and the People Without History*, ed. N. Boivin and M. Frachetti, Cambridge: Cambridge University Press.

2017 (With Xianrong Cao, U. Herzschuh, M-J Gaillard, & Q. Xu) “Past Land-Cover Change for Climate Modeling: Data from Eastern Asia. *Past Global Changes Magazine* 25(2): 123123.

2016 “On Putting Time in its Place: The Practice of Archaeology and the Politics of Time, *Cambridge Archaeological Journal*, 26(4):619-641.”

2015 “Archaeologies of Flow: Water and the Landscapes of Southern India Past, Present, and Future,” *Journal of Field Archaeology*. 40(5):560-580.

Distinctions: Yale Environmental Humanities, “Entanglements with Nature: Environmental Humanities in Asia,” invited panelist. Nov. 3, 2017; Rieveschl Lecturer, University of Cincinnati, Departments of Anthropology, Geography, Geology, and Biology. “The Anthropocene: an Alternate History.”, 2017; Selected for Archaeological Institute of America (AIA) National Lecture Program, 2016-2017; Methods-Intensive Master class, Max-Planck-Institut für Wissenschaftsgeschichte, 2015.

PROJIT BIHARI MUKHARJI

Martin Meyerson Assistant Professor in Interdisciplinary Studies,
Department of the History and Sociology of Science

Appointed: 2011, Untenured.

Teaching time to S. Asia: 100%

Education: Ph.D., University of London; M.Phil., Jawaharlal Nehru University, New Delhi; M.A., Jawaharlal Nehru University, New Delhi; B.A., Presidency College, University of Calcutta.

Overseas experience: India, UK, Canada.

Languages: Bengali (4), Hindi (3), Urdu (2), Sanskrit (2).

South Asia courses: Comparative Medicine; Race and Medical Global South; Empire and Science; Other Reasons: Postcolonial History of Rationality; Botanic Empire: Plants and Colonialism 1700 to 1950.

Research and training specialization: History of the modernization of Ayurveda; history of biological research into caste; history of research into re-incarnation.

Recent publications (16 recent):

- 2017 “Cat and Mouse: Animal Technologies, Trans-Imperial Networks and Public Health from Below, British India, c. 1907-1918”, *Social History of Medicine*, Advance. Technology and Culture.
- 2016 Doctoring Tradition: Ayurveda, Small Technologies and Braided Sciences, Chicago: University of Chicago Press. September 23, 2016.
- 2015 “Profiling the Profiloscope: Facialization of Race Technologies and the Rise of Biometric Nationalism in Interwar India”, *History & Technology: Special Issue on Technology in South Asian Imaginary*, 31:4, 376-96.
- 2014 “Vishalyakarani as E. Ayapana: Retro-Botanizing, Embedded Traditions and Multiple Historicities of Plants in Colonial Bengal, 1890-1940”, *Journal of Asian Studies*, 73:1, 65-87.

Supervised (past 5 years): 2 Ph.D.

Distinctions: Research Fellowship, Visiting Scholar, Department II, Max Planck Institute for the History of Science, Berlin, 2018; Penn Faculty Fellow, Wolf Humanities Center, Upenn, 2017-2018; Affiliated Scholarship, Herman D. Katz Center for Advanced Judaic Studies, UPenn, 2017-2018.

RAHUL MUKHERJEE

Dick Wolf Assistant Professor of Television and New Media Studies
Cinema and Media Studies Program, Department of English

Appointed: 2014

Teaching Time to S. Asia: 25%

Education: Ph.D. UCSB (2014), M.A. UCSB (2010), M.A., Bowling Green (2008), B.Tech., , DA-IICT1, Gandhinagar

Overseas experience: India;

Languages: Hindi: (4),; Bengali: (3); Sanskrit(3)

South Asia courses: 7, including Bollywood and Beyond, Global Media Theory

Research and training specialization: Cinema and Media Studies, Digital Humanities, Environmental Humanities, Gender and Sexuality Studies, Modernism and Modernity, Race, Empire, Postcolonialism, Sound Studies, Visual Culture

Recent publications: 14

- 2017 Anticipating Ruinations: Ecologies of 'make do' and 'left with', *Journal of Visual Culture* 16(3):287-309.
- 2017 Reconfiguring Mobile Media Assemblages: Download Cultures and Translocal Flows of Affective Platforms. in *Asiascape: Digital Asia* (with Abhigyan Singh) *Communication and Critical/Cultural Studies*, 14(3): 221-237
- 2016 Toxic Lunch in Bhopal and Chemical Publics, *Science, Technology and Human Values* 41(5): 849-875.
- 2013 What an Idea Sirji!: Intersections of Neoliberal Subjectivities and Development Discourses in Idea Cellular ads, *Studies in South Asian Film and Media*, 4(1): 95-115.

Distinctions: *Society for the Humanities Fellowship*, Atkinson Center for a Sustainable Future Fellow, Cornell, Mellon *Penn Humanities Forum* “Translation” Fellow, Mellon *Humanities + Urbanism + Design* (H+U+D) Project Fellow, *Nicholas C. Mullins Award* Society for Social Studies of Science.

MUKUL PANDYA

Senior Fellow, Management Department, Wharton School of Business;
Editor-in-Chief and Executive Director, Knowledge@Wharton

Appointed: 1998

Teaching Time to S. Asia: 25%

Education: M.A (1988) University of Bombay

Overseas experience: India

Languages: Gujarati (4), Hindi (4), Marathi (2)

Research and training specialization: Knowledge dissemination in organizations; Use of technology (especially mobile technology) in education

Recent publications:

- 2004 (with Robbie Shell) *Lasting leadership: Lessons from the 25 most influential business people of our times*. Philadelphia: Wharton School Publishing.
- 2002 (with Robert E. Mittelstaedt, Jr., Harbir Singh, & Eric Clemons) *Knowledge@Wharton on building corporate value*. New York: John Wiley & Sons, Inc.

2001 *Kevoork S. Hovnanian: His vision and journey toward success*. Red Bank, NJ: K. Hovnanian Enterprises.

Distinctions: Winner of four awards for investigative journalism.

AELITA R. PARKER

Program and Events Coordinator, South Asia Center

Appointed: 2017

Administrative Time to S. Asia: 100%

Education: B.A. University of Pennsylvania (2014)

Overseas experience: India

Languages: Japanese (3)

Other Experience: Fellow, Site Director at Hill Freedman World Academy; math teacher at Grover Cleveland Mastery Charter School; Residential Advisor, University of Pennsylvania.

DEVEN PATEL

Associate Professor, Department of South Asia Studies

Appointed: 2007, Tenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. University of California at Berkeley; B.A. Columbia University

Overseas experience: India

Languages: Hindi (4), Gujarati (4), Sanskrit (4), Pali (4)

South Asia courses: The Traditional Philosophy of Yoga in the Religions of Ancient India; Introduction to Indian Philosophy; CU in India: Living Traditions of Indian Literature; Topics in Indian Philosophy: “Emptiness” Theories; India’s Literature; Comparative Analysis of India’s Literature; Language Policy of East Timor; Methodology Seminar: Methods and Approaches for Studying South Asia; Literary History and Aesthetics; Hindu Mythology; Readings in Sanskrit; Intensive Sanskrit; Philology and History: Reading South Asian Texts.

Research and training specialization: Formation of literary communities from the medieval to the modern period; multilingual translations; text and image.

Recent Publications (3 recent):

- 2017 (Co-authored with R.V. S. Sundaram) *The Way of the King of Poets (A Ninth-Century Poetics in Kannada)*. New Delhi: Kannada Chair, Jawaharlal Nehru University Press and Manohar Publishers.
- 2016 (Co-authored with R.V.S. Sundaram) *The Āndhraśabdacintāmaṇi: A Grammar of the Telugu Language in Sanskrit*. Mysore: Central Institute of Indian Languages, 2016.
- 2016a. *Text to Tradition: The Naiṣadhīyacarita and Literary Community in South Asia*, New Delhi: Munshiram Manohar Publishers Pvt. Ltd.

Presentations (Invited; 7 recent):

- 2017 “Man-lions, Blood-seed demons, and Wish-fulfilling Cows: Assorted Beings from the Indian Imagination.” *Beasts of Legend* Series, **University of Pennsylvania Museum of Archaeology and Anthropology**. May 3, 2017.
- 2016 “Four Lectures on Hindu Mythology.” **Philadelphia Museum of Art**, Lecture Series. October-November 2016.
- 2016a. “Metalinguistic terminology in the *Āndhraśabdacintāmaṇi*, an early grammar of the Telugu language.” Journées d’étude “Grammaires étendues” (A workshop on “Extended Grammars”). **Université Paris Diderot**, November 3, 2016.
- 2016b. “The Spread of Sanskrit Culture into Southeast Asia.” Lecture given at the **Embassy of Indonesia**, Washington D.C., November 12, 2016.

Supervised (past 5 years): 5 Ph.D.; 1 M.A. thesis

Distinctions (select): AIIS Senior Fellow (2013-2014)

JOSHUA H. PIEN

Lecturer in Hindi, Department of South Asia Studies

Appointed: 2012, Untenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. student in South Asia Studies, University of Pennsylvania; M.A. (2005) University of Texas at Austin; B.A. (2002) University of Pennsylvania

Overseas experience: India

Languages: Hindi (4), Urdu (4), Sanskrit (3), Panjabi (1), Persian (1)

South Asia courses: Beginning Hindi-Urdu; Intermediate Hindi; Advanced Hindi Language and Literature; Readings in Classical Hindi Literature.

Research and training specialization: Hindi-Urdu history; Sanskrit; language and society (standardization, diglossia, language identity, language politics); the teaching of Hindi and Urdu

Pedagogical training: Regular participant in professional development workshops in language pedagogy organized by the South Asia Center, University of Pennsylvania; Defense Language Institute (DLI) teacher training; DLI curriculum and materials development training; ILR proficiency scale familiarization training; ACTFL OPIc (computerized Oral Proficiency Interview) training and certification.

Recent publications:

2014 Primary author (with co-author Fauzia Farooqui) of “Beginning Hindi: A Complete Course.” Georgetown University Press.

Presentations/Workshops/Training:

2015 “Instructional Materials and the Classroom Language” in the Princeton Hindi-Urdu Pedagogy Workshop—Teaching Hindi and Urdu Together: Advantages and Challenges, Princeton University.

2015a. “Integrating Language, Culture, and Content,” Lewis University.

2015b. “Goals and Outcomes at the Intermediate Level: Hindi and Urdu” in National Council of Less Commonly Taught Languages—NCOLCTL.

2014 “Integrating Language, Culture, and Content in an Interactive Classroom” in StarTalk Post-Program Conference, Indianapolis, IN.

Distinctions: Director, 2014 Hindi-Urdu Summer STARTALK Institute; Primary developer of DLI’s 47-week, intensive Hindi course; curriculum specialist of 4 STARTALK programs (summer, 2013).

JAMES F. PIERCE

South Asia Bibliographer, Van Pelt Library

Appointed: 2017

Time to S. Asia: 100%

Education: Ph.D. (2016), M.A. (2008), University of Virginia; B.A. (2005), University of Mary Washington.

Overseas experience: India.

Languages: Bengali (4), Hindi (4), Sanskrit (4), French (2), German (2).

Research and training specialization: Gender and sexuality in Hindu traditions; South Asian Buddhism; Translation of Sanskrit, Hindi, and Bangla textual sources.

Recent publications (5 recent):

2018 Forthcoming. Review of *Inventing and Reinventing the Goddess: Contemporary Iterations of Hindu Deities on the Move*, edited by Sree Padma, *International Journal of Hindu Studies*.

2018a. Review of *Seven Days of Nectar: Contemporary Oral Performance of the Bhāgavatapurāṇa*, by McComas Taylor, *Religion* 48, no. 2 (2018): 347-50.

2015 Review of *Text to Tradition: The Naiṣadhīyacarita and Literary Community in South Asia*, by Deven M. Patel, *Relegere* 5, no. 1 (2015): 107-11.

2015 Review of *Vicissitudes of the Goddess: Reconstructions of the Gramadevata in India’s Religious Traditions*, by Sree Padma, *Religion* 45, no. 4 (2015): 627-31.

2014 Review of *Revelry, Rivalry, and Longing for the Goddesses of Bengal: The Fortune of Hindu Festivals*, by Rachel Fell McDermott, *Religion* 44, no. 4 (2014): 717-20.

Distinctions: Jacob K. Javits Fellowship, U.S. Department of Education, 2009-2014; Fulbright-Nehru Student Research Fellowship, U.S. Department of State, 2012-13.

MILIND RANADE

Lecturer in Marathi, Department of South Asia Studies

Appointed: 2005, Untenured.

Teaching Time to S. Asia: 100%

Education: B.S. (1980) University of Pune

Overseas experience: India

Languages: Marathi (4), Hindi (4)

South Asia courses: Elementary, Intermediate and Advanced Marathi.

Pedagogical training: STARTALK Workshop, 2009; South Asia Language Resource Center Pedagogy Workshop on Assessment Concepts & Theory, University of Chicago, 2006; Workshop at UPenn Communicative Language Training, Fall 2005.

VASU RENGANATHAN

Lecturer in Tamil, Department of South Asia Studies

Appointed: 1996, Untenured. **Teaching Time to S. Asia:** 100%

Education: Ph.D., University of Pennsylvania; M.A. (1992) University of Washington, Seattle; Ph.D. (1988), M.A. (1982) Annamalai University

Overseas experience: India, Germany, Singapore

Languages: Tamil (4), Hindi (3), Telugu (2)

South Asia courses: Beginning Tamil; Intermediate Tamil and Readings in Modern Tamil Prose.

Research and training specialization: Development of language and religious belief systems during the Sangam and medieval periods in Tamil region; role of Śaiva and Vaiṣṇavā Tamil poems and development of bhakti among the Tamils.

Pedagogical training: Certified OPI Tester for Tamil, ACTFL and DLI, Monterey, CA. Presenter at professional development workshops for South Asia language educators at the South Asia Language Association (SALTA) at National Council of Less Commonly Taught Languages (NCLTCL)

Recent publications:

- 2014 "Being Kṛṣṇā's Gōpi: Songs of Antāl, Ritual Practices and the Power Relations between God and Devotee in the Contemporary Tamil Nadu", In Forum for World Literature Studies, Vol. 6, No. 4. December 2014, Pp.649-674. Shanghai - Wuhan - West Lafayette: Central China Normal University and Purdue University.
- 2013 In press. *Tracing the Trajectory of Linguistic changes in Tamil: Mining the corpus of Tamil Texts*, IJDL, V.I.S special Volume, Kerala, India.
- 2013 "Use of Similes in Sangam Tamil Poems" (in Tamil). Paper presented and published in the Proceedings of the International Conference on Puṇanāṇūru (Aug. 31st to Sept. 1st, 2013), Washington Tamil Sangam: Maryland, United States.

Supervised (past 5 years): External examiner, 20 Ph.D.'s from universities in Tamil Nadu.

Distinctions: Chair, Tenth Tamil Internet Conference, University of Pennsylvania, Chair, Conference Program Committee, Eighth Tamil Internet Conference, The University of Cologne, Germany, October 2009; USED grant recipient to develop video based online materials for Tamil Language and Culture, 2004; Delivered plenary speech at the TamilNet Conference, 2002; Delivered plenary speech at the World Tamil Teachers' Conference, Singapore 2001.

MEGAN EATON ROBB

Assistant Professor of South Asian Religions

Appointed: 2017, Untenured.

Teaching Time to S. Asia: 100%

Education: D.Phil, Oxford, M.Phil, Oxford, B.A., Indiana University

Overseas experience: India, Pakistan

Languages: Urdu (4), Hindi (4) Persian (3)

South Asia courses: Women and Religion, Islam in Asia

Research and training specialization: Social and Cultural History of Islam in South Asia, Modernity and Print in South Asia, Gender and Religion in South Asian Islam, Language and Nationalism, Hindi and Urdu Public Spheres, Colonial History, Intersections of Gender and Media in South Asia

Recent publications (10, selected):

- 2016 Men's Voices, Women's Lives: An Urdu Reformist Newspaper in North India," Vol 50, 5 *Modern Asian Studies*.
- 2017 "Advising the Army of Allah: Ashraf 'Ali Thanawi's Critique of the Muslim League," *Muslims Against the Muslim League: Critiques of the Idea of Pakistan*, Edited by Ali Usman Qasmi and Megan Robb, Forthcoming, Cambridge University Press.

2017 Urban Emotions in Seclusion: An Early-Twentieth Century Muslim Wedding in Shahjahanabad," *Journal of the Royal Asiatic Society*, Forthcoming.

Distinctions: New College Ludwig Humanities Grant, Wolfson College Grimstone Travel Grant, AIIS Language Fellowship, Clarendon Scholarship, Wolfson College studentship, Wells Scholarship

TERENJIT SEVEA

Assistant Professor, Department of South Asia Studies

Appointed: 2013, Untenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. (2013), University of California, Los Angeles

Overseas experience: India, Pakistan, Indonesia, Malaysia

Languages: Urdu (4), Hindi (4), Punjabi (4), Malay (4), Bahasa Indonesia (4), Persian (1)

South Asia courses: Introduction to Modern India; Godliness, Miracles and Madness; Globalization & Transgressive Sexualities in Savita Bhabhi; Islam and the West; CU in South East Asia: Sufis and Gods, Temples, and Shrines of South East Asia; Religious Bodies and Sex in South Asia.

Research and training specialization: Religion in Modern South and Southeast Asia; History of Modern South Asia; History of Modern Southeast Asia; Islamic Connections in the Indian Ocean; Sufism in Early Modern and Modern South Asia.

Recent publications (3):

2017 “‘Kerats Running Amok: Islamic Histories and Parahistories of Travel, Belonging, ‘Crimes’ and ‘Madness’,” *Belonging Across the Bay of Bengal: Migrations, Networks, Circulations*, Michael Laffan, 2017.

2016 (Book Review) “Forging Islamic Power and Place. The Legacy of Shaykh Da’ud bin ‘Abd Allah al-Fatani in Mecca and Southeast Asia, written by Francis R. Bradley,” *Journal of the Humanities and Social Sciences of Southeast Asia*, 172(4): 545 – 548.

2016a. ‘Sex to the Next-World: Esoteric Science for the Penis-bearing Mualad’, *Shi’ism in South East Asia: Alid Piety and Sectarian Constructions*, Michael Feener and Chiara Formaichi, eds., London: Hurst, 2016.

Distinctions: Visiting Fellowship at the Nalanda-Sriwijaya Centre (NSC) of the ISEAS-Yusof Ishak Institute, facilitating a scholar researching and writing on ‘Historical linkages between Southeast Asia and India’, 2016 – 2017.

RUDRA SIL

Professor, Department of Political Science;

Co-Director of the Huntsman Program in International Studies & Business

Appointed: 1996, Tenured.

Teaching Time to S. Asia: 15%

Education: Ph.D. (1996), M. A. (1989), B.A.-Honors (1988) University of California, Berkeley

Overseas experience: India, Japan, Russia

Languages: Bengali (4), Hindi (3), Russian (3), French (1)

South Asia courses: Russian Politics; Politics of American Infrastructure; Russian National Identity and Foreign Policy; Political Change in the “Third World”; Evolving Traditions in Comparative Politics; Regional Perceptions of Corruption in Russia.

Research and training specialization: Comparative politics: development, transitions, transitions, institutional analysis, labor politics; Area expertise: Russian/post-communist studies, Asian studies International relations: general theories, international organizations, US-Russia relations; Methodology: qualitative methods, comparative-historical analysis, philosophy of social science.

Recent publications (5):

2018 “Triangulating Area Studies, Not Just Methods: How Comparison Across Areas Aids Qualitative and Mixed Method Research.” In Ahram, Köllner & Sil, eds. *Comparative Area studies* (full cite under Books: Anthologies).

2017 “Labor’s Travails in Postcommunist Eastern Europe” *Current History* v. 116 (March 2017): 88-94.

2016 “Avant-Garde or Dogmatic? DA-RT [Data Access & Research Transparency] in the Mirror of the Social Sciences,” (with Guzman Castro) in Newsletter of the APSA Section on Comparative

Politics 26, 1 (Spring 2016): 40-44.
 2014 “Which BRIC Will Wield the Most Influence in Twenty-Five Years? Russia Reconsidered,”
 International Studies Review 16 (2014): 456-460, contribution to Forum on Rising Powers in the
 Global Economy.
Supervised (past 5 years): 16 Ph.D.

HARBIR SINGH

Mack Professor of Management, Wharton School of Business
 Co-Director, Mack Institute for Innovation Management
 Vice Dean, Global Initiatives

Appointed: 1984, Tenured.
Teaching Time to S. Asia: 10%
Education: Ph.D. (1984) University of Michigan; MBA (1978) Indian Institute of Management, Ahmedabad;
 BTech (1975) Indian Institute of Technology, Delhi
Overseas experience: India
Languages: Punjabi (3), Hindi (2.5)
South Asian courses: Corporate Development: Mergers and Acquisitions; Seminar: Corporate Strategy; Corporate
 Trans & Strategy
Research and training specialization: Corporate Strategy, Corporate Acquisitions, Strategic Alliances, Corporate
 Restructuring, Choices in Interorganizational Relationships, Corporate Governance
Publications:
 2010 (with Peter Cappelli, Jitendra Singh, & Michael Useem) “Leadership Lessons from India.”
Harvard Business Review.
 2010a. (with Peter Cappelli, Jitendra Singh, & Michael Useem) *The India way: How India’s top business
 Leaders are revolutionizing management*. Cambridge, MA: Harvard Business School Press.
 2008 Splitting the Pie: Rent Distribution in Alliances and Networks, with Jeffrey Dyer and
 Prashant Kale, *Managerial and Decision Economics*.
Distinctions: Vice Dean for Global Initiatives, 2008-present; Named the Mack Professor, 2005; Academic Advisory
 Board Member, Indian School of Business; Named Edward H. Bowman Professor of Management, 1999-2005;
 Chairperson, Management Department, 1999-2001; Miller-Sherrerd MBA Core Teaching Award, 1993.

DAVESH SONEJI

Associate Professor, Graduate Chair, Department of South Asian Studies

Appointed: 2016, Tenured.
Time to S. Asia: 100%
Education: Ph.D., McGill University; B.A., University of Manitoba.
Overseas experience: India.
Languages: Sanskrit, Hindi, Gujarati, Marathi, Tamil, Telugu.
South Asia courses: Introduction to Hinduism; History of Hinduism; Hinduism and Colonial Modernity; Religion
 & Cinema in India; Gender and Sexuality in Hinduism; The Performing Arts of Modern South India.
Research and Training Specialization: Religion and the performing arts in South India; gender, class, caste, and
 colonialism; social history of professional female artists in Tamil and Telugu-speaking South India
Recent publications (1):
 2018 Forthcoming. Dance and the Early South Indian Cinema.
 2012 *Unfinished gestures: devadasis, memory, and modernity in South India*, Chicago: University of
 Chicago Press.
Distinctions: Co-founder, The Mangla Initiative; Bernard S. Cohn Book Prize from The Association for Asian
 Studies (AAS), 2013.

BRIAN SPOONER

Professor, Department of Anthropology

Appointed: 1968, Tenured.
Teaching time to S. Asia: 30%
Education: D.Phil. (1967), B.A. (1960) Oxford University
Languages: Persian (4), Urdu (3), Baluchi (2), Pashto (1)

Overseas experience: Pakistan, Afghanistan, Iran, India, Sri Lanka, Tajikistan, Thailand, Kenya, China
South Asia courses: Anthropological Study of Culture; Globalization and its Historical Significance; Global Food Security; One Health & Global Food; Global, Historical, and Social Roots of Islam in America; Moving from “What a Waste!” towards “What Waste?”: City of Philadelphia.

Research and training specialization: Globalization processes in Asian countries

Recent publications (1):

- 2015 Globalization, The Crucial Phase (editor), Philadelphia: University of Pennsylvania Museum Publications.
 2013 Investment and Translocality. Recontextualizing the Baloch in Islamic and Global History. In: Crossroads Asia Working Paper Series, No. 14, 2013.
 2012 (With William L. Hanaway) Literacy in the Persianate world. Philadelphia: University of Pennsylvania Museum Publications.
 2012 (edited with Harold F. Schiffman) Language Policy and Language Conflict in Afghanistan and its Neighbors, Leiden: Brill.

Supervised (past 5 years): 3 Ph.D.

Distinctions: Consulting Editor, Encyclopaedia Iranica, Columbia University, 2000-present; President, American Institute of Pakistan Studies, 1999-2005; Editor of Pakistan Studies News, 1998-2005

RAMYA SREENIVASAN

Associate Professor, Department of South Asia Studies.

Appointed: 2011, Tenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. (2001) Jawaharlal Nehru University, New Delhi; M.A. (1990) Delhi University, New Delhi; B.A. (1988) Delhi University, New Delhi

Overseas Experience: India, UK

Languages: Hindi (4), Urdu (3), Marwari (3), Bengali (3), Persian (2), Marathi (2), Tamil (2), Gujarati (1)

South Asia courses: Beginning, Intermediate, and Advanced Hindi/Urdu for Grads; Performing Arts in South Asia; Advanced Kannada with Rallapalli Sundaram; Advanced Tibetan with Nyma Dekyi; India: Culture & Society; Caste & Class South Asia; South Asia & Middle East Area Survey; Women in Modern S. Asia.

Research and training specialization: Conjoined histories of emotion and the household in South Asia.

Recent publications (5):

- 2018 (Book Review) “Kumkum Roy, ed., Looking Within, Looking Without: Exploring Households in the Subcontinent Through Time, Essays in Memory of Nandita Prasad Sahai,” *The Medieval History Journal*, 21(1): 161-173.
 2017 (Book Review) “The Last Hindu Emperor: Prithviraj Chauhan and the Indian Past, 1200-2000, By Cynthia Talbot,” *The Journal of Asian Studies*, 76(2): 556-559.
 2014 “Kingship and Authority Reconsidered: Amber (Rajasthan), circa 1560 – 1615.” *Journal of the Economic and Social History of the Orient*, 57 (2014): 549 – 586.
 2014a. Warrior-tales at hinterland courts in north India, ca. 1370–1550. In F. Orsini (ed.), *After Timur Came: Multiple Spaces of Cultural Production and Circulation in Fifteenth-Century North India*. New Delhi: Oxford University Press.
 2014c. Faith and Allegiance in the Mughal era: Perspectives from early modern Rajasthan. In V. Dalmia and M. Faruqi (eds.), *Hunud wa Musalman: Religious Communities in Mughal India*. New Delhi: Oxford University Press.

Supervised (past 5 years): 3 Ph.D.

Distinctions (select): Ananda Kentish Coomaraswamy Prize for the Best Book in South Asian Studies, 2009.

RALLAPALLI SUNDARAM

Visiting Scholar, Department of South Asia Studies

Appointed: 2012, Tenure not applicable.

Teaching Time to S. Asia: 100%

Education: D.Litt. (1987), Ph.D. (1973), M.A. Sanskrit (1986), M.A. Kannada (1974), M.A. Telugu (1969), B.Sc. Zoology (1967)

Overseas experience: India

Languages: Telugu, Kannada, English, Sanskrit, Tamil, Hindi

South Asia courses: Kannada, Telugu, Indian Folklore

Research and training specialization: Encyclopedia of South Indian indigenous agricultural system; English-English-Telugu Dictionary (Oxford University Press)

Publications (0 recent publications):

- 2013 *Research Methodology*, (Kannada)
- 2012 *Encyclopedia of South Indian Folklore*, (Kannada) Kannada University
- 2012 *Encyclopedia of South Indian Folklore*, (Telugu) Dravidian University
- 2012 *Literary works of Sundaram*, (Telugu)

Distinctions: A.P.Sahitya Akademi Award (1969) Indian Government Award for translation (1983 and 1990), Bhasha Bharati Award (2006).

VIJAYALAKSHMI K. SWAMINATHAN

Lecturer in Kannada, Department of South Asia Studies

Appointed: 2009, Untenured.

Teaching Time to S. Asia: 100%

Education: Ph.D. (1975) University of Madras, India; M.S. (1988) West Chester University, PA.

Languages: Kannada (4), Hindi (3), Tamil (2)

South Asia courses: Beginning Kannada; Intermediate Kannada

Publications (0 recent publications):

- 2006 *Sruti Ranjani: Essays on Indian classical dance and music*. Bloomington, Indiana: Xlibris Corporation.

Pedagogical training: Regular participant in professional development workshops in language pedagogy organized by Penn Language Center and Dept. of South Asia Studies, University of Pennsylvania

Distinctions: Stipend from the South Asia Center and Penn Language Center to develop Standards-based Kannada lessons at the intermediate level, 2009-2010

JIM SYKES

Assistant Professor, Department of Music

Appointed: 2013, Untenured.

Teaching time to S. Asia: 30%.

Education: Ph.D. (2011) University of Chicago

Overseas experience: Sri Lanka, Singapore, India, Malaysia

Languages: Sinhala (3), Tamil (2), Hindi (2)

South Asia Courses: Music of South and South East Asia; Teaching World Music; Intro to Ethnomusicology; Memory, Nostalgia, Affect, Temporality & Postcolonialism/Decolonizing Processes; Experimental Musics in Global Perspective; Teaching World Music.

Research and training specialization: Monograph in the works, "The Musical Gift: Sound, History and Political Economy in Sinhala Aesthetics"; Collaborative article with Katherine SchoOverseas (King's College London), "Disenchantment and the Precolonial Episteme: Sound, Language and Governance in South Asian History." Forthcoming essays on the musicology of the eastern Indian Ocean, geographies of Indian sounds and communities in colonial Malaya, the regulation of Indian sounds in colonial Singapore. Organizing a conference, "Being a Musician in the Digital Age"; research on experimental music-making, rock, post-punk, sound studies.

Recent publications (6 recent):

- 2019 Forthcoming, *Remapping Sound Studies*. Duke University Press.
- 2017 "Sound as Promise and Threat: Drumming, Collective Violence and the British Raj in Colonial Ceylon". In Biddle, Ian and Kirsten Gibson, eds., *Cultural Histories of Noise, Sound and Listening in Europe, 1300-1918*. New York: Routledge, pp. 127-151.
- 2016 "Music of South Asia." For *Excursions in World Music*, 7th edition (New York: Prentice Hall, 2016).
- 2015 "Sound Studies, Religion, and Public Space: Tamil Music and the Ethical Life in Singapore." *Ethnomusicology Forum*, Vol. 24 (3), pp. 380-413.
- 2015a. 'Towards a Malayan Indian Sonic Geography: Sound and Social Relations in Colonial Singapore'. *Journal of Southeast Asian Studies*, Vol. 46 (3), pp. 485-513.
- 2014 Review of Barley Norton, *Song for the Spirits: Music and Mediums in Modern Vietnam* (Illinois,

2009), and David Harnish, *Bridges to the Ancestors: Music, Myth, and Cultural Politics at an Indonesian Festival* (Hawaii, 2006). *Ethnomusicology*, Vol. 58, No. 3 (Fall 2014), 537-544.

Distinctions: Research Fellowship, Yale Institute for Sacred Music, 2016-2017; University Research Fellowship, University of Pennsylvania, 2015; SAS Research Fellowship, University of Pennsylvania, 2015.

DAN WAGNER

UNESCO Chair in Learning and Literacy, Graduate School of Education;
Director, International Literacy Institute and National Center on Adult Literacy;
Director, International Educational Development Program

Appointed: 1990, Tenured.

Teaching time to S. Asia: 25%

Education: Ph.D. (1976) University of Michigan; M.A. (1971) University of Michigan; B.S. (1968) Cornell University

Overseas experience: India, Morocco, Yemen, Senegal, Indonesia, Egypt, S. Africa

Languages: French (4), Spanish (3), Moroccan Arabic (1)

South Asia courses: Human Development; Cultural Perspectives on Human Development; Basic Education in Developing Countries; Technology in Developing Countries (South Asia case studies)

Research and training specialization: Literacy across the lifespan (children, youth, adults); comparative studies of basic education and literacy; education in developing countries; appropriate uses of educational technologies. Recent international projects have been in India, South Africa, and Morocco

Recent publications (5):

- 2018 (Eds.) *Learning as development: Rethinking international education in a changing world*. New York, NY: Routledge.
- 2015 (Eds.) *Learning and education in developing countries: Research and policy for the post-2015 UN development goals*. New York, NY: Palgrave Macmillan.
- 2015 *Des évaluations simples, rapides et abordables: Améliorer l'apprentissage dans les pays en développement*. Paris, France: UNESCO-IIEP.
- 2014 (With N.M. Castillo) "Learning at the bottom of the pyramid: Constraints, comparability and policy in developing countries." *Prospects*, (44), 627-638.
- 2014 *Mobiles for reading: A landscape research review*. Washington, DC: USAID.

Supervised (past 5 years): 5 M.A.; 3 Ph.D.

Distinctions: Appointed Special Advisor to the Director-General of UNESCO, 2017; Chair of the Brookings Global Research Task Force on Learning; UNESCO Confucius International Literacy Prize, 2014; Director, International Literacy Institute; Fellow, American Psychological Association; Fellow, American Anthropological Association

APPENDIX B: COURSE LIST**I. Format:**

The following pages list actual and projected course offerings for the academic years 2016-17, 2017-18, and 2018-19. Courses are listed alphabetically by program. Multiple listings in the “Course Number” column indicate official cross-listings with other Departments and Graduate Groups. Courses numbered above 400 may be taken by graduate students for credit. Undergraduates need permission to take 500 level courses or above. The percentage of South Asia content is noted in the “Percent” column. All courses listed are worth one full credit course. AY 2018-19 courses do not have complete enrollments. Spring 2019 courses are a projection and subject to change.

II. Departmental, Graduate Group, and Program Abbreviations

AAMW	Art and Archaeology of the Mediterranean World	MKTG	Marketing
AFRC	Africana Studies	MUSC	Music
ANTH	Anthropology	NELC	Near Eastern Languages & Civilizations
ARTH	Art History	NPLD	Non Profit Leadership
ASAM	Asian American Studies	NURS	Nursing
BENG	Bengali	PHIL	Philosophy
BEPP	Business Policy	PREC	Preceptorial
CINE	Cinema Studies	PSCI	Political Science
COML	Comparative Literature	PUBH	Public Health
COMM	Communications	PUNJ	Punjabi
CPLN	City and Regional Planning	RELS	Religious Studies
DYNM	Organizational Dynamics	SAST	South Asia Studies
EALC	East Asian Languages & Civilizations	SKRT	Sanskrit
EDUC	Education	STSC	Science, Technology, and Society
ENGL	English	SWRK	Social Work
FOLK	Folklore	TAML	Tamil
GSWS	Gender, Sexuality, and Women’s Studies	TELU	Telugu
GUJR	Gujarati	URBS	Urban Studies
HIND	Hindi	URDU	Urdu
HIST	History	VLST	Visual Studies
HSOC	Health & Society	WH	Wharton School
HSSC	History & Sociology of Science		
INTG	Integrated Studies		
INTS	Lauder Institute, International Studies		
LARP	Landscape Architecture & Regional Planning		
LAW	Law		
LING	Linguistics		
MGMT	Management		
MLYM	Malayalam		

	Course Number	Course Title	Instructor	Percent	Term	2016- 2017	2017-2018	2018- 2019
Anthropology	ANTH 002	ANTHRO STUDY OF CULTURE	SPOONER,BRIAN J	25%	F	12	17	6
	ANTH 005	GREAT TRANSFORMATIONS	MORRISON, KATHLEEN	25%	S	x	47	
	ANTH 012/ HIST 012/ SOCI 012	Globalization and its Historical Significance	SPOONER,BRIAN J	25%	F	51	x	160
	ANTH 123	COMMUNICATION & CULTURE	AGHA,ASIF	25%	S	x	13	11
	ANTH 134	MAKING THE NATURAL WORLD: AN INTRODUCTION TO POLITICAL ECOLOGY	LYCETT,MARK T	25%	F	x	x	Not yet Rostered
	ANTH 155	Globalization: Causes and Effects	SPOONER,BRIAN J	25%	F	x	x	Not yet Rostered
	ANTH 199	INDEPENDENT STUDY: SAYRE AND GSE STUDENTS: COLLABORATIVE ETHNOGRAPHIC FILMMAKING	HALL,KATHLEEN D.	25%	S	x	x	1
	ANTH 297/ SAST 297/ URBS 297	NATURE CULTURE ENVIRONMENTALISM: URBAN WATER	ANAND,NIKHIL	50%	S	x	x	11
	ANTH 5xx	COLONIAL ECOLOGIES	LYCETT,MARK T; MORRISON, KATHLEEN	50%	S	x	x	Not yet Rostered
	ANTH 558 / SAST 558	MONUMENT, MEMORY, AND PLACE IN SOUTH ASIA	LYCETT, MARK T	100%	S	x	x	4
	ANTH 561	GLOBAL FOOD SECURITY	SPOONER,BRIAN J	25%	S	167	x	x
	ANTH 603	LANG IN CULTURE & SOCIETY	AGHA,ASIF	25%	F	16	15	Not yet Rostered
	ANTH 619	MLA Proseminar: Cultural Diversity and Global Connections	HALL,KATHLEEN D.	25%	S	x	7	x
	ANTH 628	LANG IN CULTURE & SOCIETY: SPECIAL TOPICS	AGHA,ASIF	25%	F	6	x	Not yet Rostered
	ANTH 631	GRAMMATICAL CATEGORIES	AGHA,ASIF	25%	S	x	x	4
	ANTH 643	MLA Proseminar: Globalization and its historical significance	SPOONER,BRIAN J	25%	S	6	6	x
ART HISTORY	ANTH 773	NATURES, COLLOQUIUM 2017-2018	MORRISON, KATHLEEN ANAND, NIKHIL	25%	F,S	x	26	x
	ANTH 730	RDGS & RES IN LING ANTH: Readings and Research in Linguistic Anthropology	AGHA,ASIF	25%	S	3	x	x
	ARTH 104/ SAST 200/ VLST 234	INTRO TO ART IN S. ASIA	GHOSH,PIKA	100%	S	x	10	x
	ARTH 235/ AAMW 635/ NELC 285/ VLST 235/ ARTH 635/	INTRO VIS CULT ISLAM WLD	HOLOD, RENATA	25%	F	15	20	x
	ARTH 436/ AAMW 531/ NELC 436/ RELS 440	LATER ISLAMIC ART & ARCH	HOLOD, RENATA	25%	S	10	x	x
	ARTH 511/ SAST 505/	TOPICS IN INDIAN ART: SEEING IN SOUTH ASIA	MEISTER,MICHAEL W	100%	F	4	x	x
	ARTH 711/ SAST 611	TOPICS IN INDIAN ART: South Asian Architecture: Practice and Symbolism	MEISTER,MICHAEL W	100%	F	x	4	x
	ASAM 160/ SAST 290	SOUTH ASIANS IN THE US	KHAN,FARIHA	50%	F	18	14	18
	ASAM 170/ SAST 170	Asian American Food	KHAN,FARIHA	25%	S	x	17	x
	ASAM 205/ URBS 207	Asian American Communities	KHAN,FARIHA	25%	S	15	x	x
Bengali	BENG 403	BEGINNING BENGALI I	BANERJEE,HAIMANTI	100%	F	0	1	x
	BENG 404	BEGINNING BENGALI II	BANERJEE,HAIMANTI	100%	S	x	2	x
	BENG 423	INTERMEDIATE BENGALI I	BANERJEE,HAIMANTI	100%	F	6	x	2
	BENG 424	INTERMEDIATE BENGALI II	BANERJEE,HAIMANTI	100%	S	3	x	x
	BENG 433	ADVANCED BENGALI	BANERJEE,HAIMANTI	100%	F	x	2	x
	BENG 434	AD BENGALI: POP CULTURE	BANERJEE,HAIMANTI	100%	S	x	2	x
Business Economics and Public Policy	BEPP 203	BUS IN GLOBAL POL ENVIR	ANAGOL,SANTOSH	25%	F/S	61	121	29
	BEPP 941	DEVELOPMENT ECONOMICS	ANAGOL,SANTOSH	25%	S	9	x	x

	COML 125/ SAST 124/ ENGL 103/ Comparative Li FOLK 125	NARRATIVE ACROSS CULTURES	ALLEN,ROGER M A	25%	F/S	45	42	x
	Communicatio COMM 637	PUBLIC HEALTH COMM.	HORNIK, ROBERT	25%	S	x	12	x
City and Region	CPLN 573	SINKING/FLOATING: PHENOMENOLOGIES OF COASTAL URBAN RESILIENCE	BIRCH,EUGENIE L.	25%	S	x	9	x
	CPLN 653	GLOBAL CHALLENGES IN INTERNATIONAL DEVELOPMENT	BIRCH,EUGENIE L.	25%	S	15	x	x
	CPLN 999	INDEPENDENT STUDY	MITCHELL,LISA A	25%	S	2	x	x
Organizational	DYNM 617	THE ECONOMICS OF HUMAN & ORGANIZATIONAL LIFE	HANDY,FEMIDA	25%	F	19	x	x
	DYNM 671	Workplace Ethics: Ownership, Participation, Productivity	LAMAS, ANDREW	25%	S	17	x	x
Engineering an	EAS 545	ENG ENTREPRENEURSHIP I	BABIN, JEFFREY A	25%	S	48	x	x
	EAS 546	ENG ENTREPRENEURSHIP II	BABIN, JEFFREY A	25%	S	26	x	x
Graduate School of Education	EDUC 503	GLOBAL CITIZENSHIP	HALL,KATHLEEN D.	25%	S	x	29	x
	EDUC 505	GLOBALIZATION AND THE UNIVERSITY	RUBY,ALAN R.	25%	F	18	19	x
	EDUC 510	DEMOCRATIZATING HIGHER EDUCATION PARTICIPATION	RUBY,ALAN R.	25%	S	3	x	x
	EDUC 514	EDUCATION IN DEVELOPING COUNTRIES	GHAFFAR- KUCHER,AMEENA	50%	F	24	16	Not yet Rostered
	EDUC 545-005	SOCIAL THEORY IN EDUCATION (ECS)	GHAFFAR- KUCHER,AMEENA	25%	S	7	x	x
	EDUC 545-910	MIGRATION, DISPLACEMENT AND EDUCATION: CONTEMPORARY ISSUES (ECS)	GHAFFAR- KUCHER,AMEENA	25%	Summer	15	x	x
	EDUC 586	ETHNOGRAPHIC FILMMAKING	HALL,KATHLEEN D.	25%	F	11	9	4
	EDUC 622	IEDP INTERNATIONAL FIELD EXPERIENCE	GHAFFAR- KUCHER,AMEENA	25%	F/S/ Summer	5-Feb	9	
	EDUC 659	PROSEMINAR IN INTERNATIONAL EDUCATION DEVELOPMENT	GHAFFAR- KUCHER,AMEENA	25%	F	29	29	x
	EDUC 673	CURRICULUM AND PEDAGOGY IN INTERNATIONAL CONTEXTS	GHAFFAR- KUCHER,AMEENA	25%	S	14	15	x
	EDUC 700	CRAFT OF ETHNOGRAPHY	HALL,KATHLEEN D.	25%	S	x	5	x
	EDUC 706/ ANTH 704	CULTURE, POWER, SUBJECTIVITIES	HALL,KATHLEEN D.	25%	F	x	x	4
	EDUC 729	DOCTORAL PROSEMINAR IN INTERNATIONAL EDUCATIONAL DEVELOPMENT	GHAFFAR- KUCHER,AMEENA	25%	S	x	x	3
English	ENGL 293 / COML 378	TOPICS IN LIT & SOCIETY: NARRATIVE ACROSS CULTURE	LOOMBA,ANIA	25%	F	x	x	7
	ENGL 294 / GSWs 296 / COML 291	TOPICS LITERARY THEORY: GLOBAL FEMINISMS	LOOMBA,ANIA	25%	F	x	x	8
	ENGL 296 / COML 297 / GSWs 297	TPCS THEORIES GENDER/SEX: GLOBAL FEMINISM	LOOMBA,ANIA	25%	F	13	x	x
	ENGL 393/ COML 392/ SAST 323	THE LITERATURE & HISTORIOGRAPHY OF NATIONAL TRAUMA: PARTITION & SOUTH ASIA	KAUL, SUVIR	100%	S	x	4	x
	ENGL 748 / SAST 648 / COML 768	18TH CENTURY LIT: LAND/LABOUR/LIT/18TH-C	KAUL, SUVIR	50%	S	X	5	X
	ENGL 769 / SAST 769 / NELC 783 / GSWS 769	FEMINIST THEORY: POSTCOLONIAL FEMINISMS	LOOMBA,ANIA	50%	F	X	X	14
	ENGL 794 / COML 794	POSTCOLONIAL LITERATURE: RADICAL INDIA: HISTORIES, LITERATURE, DEBATES	LOOMBA,ANIA	100%	F	6	X	X
	ENGL 998	GENDERED SPACES, GLOBALIZED INTIMACY AND THE EXOTIC	LOOMBA,ANIA	25%	F	1	X	X
Gujarati	GUJR 402	BEGINNING GUJARATI I	DESAI,RAKI	100%	F	4	9	3
	GUJR 403	BEGINNING GUJARATI II	DESAI,RAKI	100%	S	6	2	x
	GUJR 422	INTERMEDIATE GUJARATI I	DESAI,RAKI	100%	F	1	2	1
	GUJR 423	INTERMEDIATE GUJARATI II	DESAI,RAKI	100%	S	5	11	x
Hindi	HIND 400	Beginning Hindi-Urdu - Part I	PIEN,JOSHUA	100%	F / Summer	18	10	13
	HIND 401	Beginning Hindi-Urdu - Part II	PIEN,JOSHUA	100%	S	9	10	x
	HIND 420	INTERMEDIATE HINDI I	PIEN,JOSHUA	100%	F	18	11	8
	HIND 421	INTERMEDIATE HINDI II: Intermediate Hindi Part II	PIEN,JOSHUA	100%	S	19	15	x
	HIND 430	ADV HINDI LANG & LIT: Readings in Hindi Literature	PIEN,JOSHUA	100%	F/S	7	9	2 F
	HIND 500	BEG HIN/URD FOR GRADS	SREENIVASAN,RAMYA	100%	F/S	4	5	3 F
	HIND 520	INTERMEDIATE HIND GRADS	SREENIVASAN,RAMYA	100%	F/S	2	3	x

History	HIND 530	ADV HINDI FOR GRADS	SREENIVASAN,RAMYA	100%	F/S	2	2	
	HIST 081/ NELC 031	HIST MID EAST SINCE 1800	KASHANI-SABET,FIROOZEH	50%	F	69	x	39
	HIST 088 / NELC 088	FROM OIL FIELDS TO SOCCER FIELDS: THE MIDDLE EAST IN THE 20TH CENTURY	KASHANI-SABET,FIROOZEH	50%	S	x	34	x
	HIST 232 / NELC 282	IRAN, IRAQ, AND THE PERSIAN GULF	KASHANI-SABET,FIROOZEH	50%	F	x	x	14
	HIST 640/ NELC 686	TOPICS IN MID EAST HIST: CNSUMR CULT MID EA/N AFR	KASHANI-SABET,FIROOZEH	50%	F	x	4	x
	HIST 670	TOPICS: TRANSREGIONA HIS: COMPARATIVE FRONTIERS	KASHANI-SABET,FIROOZEH	25%	F	12	x	x
	HIST 800	TEACHING HISTORY	KASHANI-SABET,FIROOZEH	25%	F	2	x	x
History and So	HSOC 145 / STSC 145	COMPARATIVE MEDICINE	MUKHARJI,PROJIT BIHARI	25%	F	79	70	x
	HSOC 337	RACE&MED GLOBAL SOUTH	MUKHARJI,PROJIT BIHARI	25%	F	19	x	x
	HSOC 518	BOTANIC EMPIRE: Plants and Colonialism 1700 to 1950		25%	F	x	6	x
Integrated Studies Program	INTG 001	INTEGRATED STUDIES I: BODY, IMAGE, SPIRIT	MCDANIEL, JUSTIN	25%	F	81	x	x
Lauder, Internz	INTS 714	S ASIA & MID EAST AREA S: South Asia & Middle East Area Survey	SREENIVASAN,RAMYA	75%	Summer	5	x	x
Landscape Arcl	LARP 702	STUDIO VI: IMPRINTS/CROSSINGS LANDSCAPES BEHIND THE SCENE, RAJASTHAN, INDIA	MATHUR,ANURADHA	100%	S	x	12	x
	LARP 720	TOPICS IN REPRESENTATION: PRINTMAKING AND MAKING LANDSCAPE: TERRAINS OF WETNESS	MATHUR,ANURADHA	25%	S	16	16	x
	LARP 780	TOPICS IN THEORY & DESIGN:DESIGN IN THE TERRAIN OF WATER I	MATHUR,ANURADHA	25%	F	15	x	x
Law	LAW 655	Transnational Legal Clinic (Paoletti)	PAOLETTI,SARAH	25%	F/S	16	8	x
	LAW 656	Advanced Transnational Legal Clinic (Paoletti)	PAOLETTI,SARAH	25%	S	5	5	x
	LAW 660	International Law (Burke-White)	BURKE-WHITE,WILLIAM W	25%	S	76	86	
	LAW 982	International Law and International Relations (Burke-White/Simmons)	BURKE-WHITE,WILLIAM W	25%	F	18	x	x
Linguistics	LING 001	INTRO TO LINGUISTICS	IRANI,AVA M	25%	Summer	x	19	x
	LING 300	TUTORIAL IN LINGUISTICS	LEGATE,JULIE	25%	F	10	7	11
	LING 502	LINGUISTIC FIELD METHODS	LEGATE,JULIE	25%	S	x	6	x
	LING 551	SYNTAX 2	LEGATE,JULIE	25%	S	7	x	x
	LING 650	TOPICS IN NATL LANG SYNT	LEGATE,JULIE	25%	F	5	2	x
	LING 999	NDEPENDENT STUDY: Canonical and Non-canonical Passives in Hindi	LEGATE,JULIE	100%	S	1	x	x
	LING 999	INDEPENDENT STUDY: Syntax of Impersonals and Experiencer Arguments	LEGATE,JULIE	25%	S	1	x	x
Management	MGMT 111	MULTINATIONAL MANAGEMENT	HARRISON,ANN E	25%	S	x	31	x
	MGMT 199	INDEPENDENT STUDY: Technological Innovation	CHAUDHURI,SAIKAT	25%	S	2	x	x
	MGMT 235	TECHN INNOV & ENTRSHIP	HSU,DAVID H	25%	F	19	x	x
	MGMT 237	MANAGEMENT OF TECHNOLOGY	CHAUDHURI,SAIKAT	25%	S	x	60	x
	MGMT 801	ENTREPRENEURSHIP	HSU,DAVID H	25%	Summer	75	61	x
Marketing	MKTG 893/ WH 216	MKTG in Emerging Economies: Understanding & MKTG to the Indian Consumer	RAJU,JAGMOHAN SINGH	100%	Summer	25	x	x
Malayalam	MLYM 408	BEGINNING MALAYALAM I	KURICHI,JAMES N	100%	F	1	1	2
	MLYM 428	INTERMEDIATE MALAYALAM I	KURICHI,JAMES N	100%	F	3	3	
	MLYM 438	ADVANCED MALAYALAM	KURICHI,JAMES N	100%	F	x	1	x
	MLYM 438	ADVANCED MALAYALAM II	KURICHI,JAMES N	100%	S	x	1	x
Music	MUSC 050	WORLD MUSICS & CULTURES	SYKES,JAMES	50%	F/S	x	48	49
	MUSC 150	INTRO TO ETHNOMUSICOLOGY	SYKES,JAMES	50%	F	x	18	x
	MUSC 252/ ANTH 242/ SAST 252	MUSIC OF SOUTH & SE ASIA	SYKES,JAMES	100%	F	x	9	x
	MUSC 705	SEM IN ETHNOMUSICOLOGY	SYKES,JAMES	50%	S	x	6	x
	MUSC 999	MEMORY,NOSTALGIA,AFFECT,TEMPORALITY & POSTCOLONIALISM/DECOLONIZING PROCESSE	SYKES,JAMES	25%	F	x	3	x

Near Eastern Languages and Civilizations	NELC 239 / SAST 269	MIGRATION & MIDDLE EAST	SHARKEY,HEATHER	50%	F	14	14	x
Non Profit Leadership	NPLD 589	ETHICS & SOCIAL IMPACT	HANDY,FEMIDA	25%	F	24	x	14
	NPLD 750	CORPORATE SOCIAL RESPONSIBILITY: PARTNERSHIPS AND PRACTICES	HANDY,FEMIDA	25%	S	10	x	x
	NPLD	Philanthropy and Health	HANDY,FEMIDA	25%	F	11	12	x
Nursing	NURS 688	COMPLEMENTARY/ALTERNATIVE THERAPIES IN WOMEN'S HEALTH	GRUBE,WENDY D.	25%	F	55	62	23
	NURS 780	HEALTH CARE OF WOMEN AND PRIMARY CARE	GRUBE,WENDY D.	25%	Summer	32	30	x
	NURS 781	WELL WOMEN HEALTH CARE, THEORY	GRUBE,WENDY D.	25%	F	33	x	x
	NURS 900	DIRECTED STUDY: COMPLEMENTARY/ALTERNATIVE THERAPIES IN WOMEN'S HEALTH	GRUBE,WENDY D.	25%	Summer	x	1	x
Philosophy	PHIL 050 / RELS 155	ISLAMIC PHILOSOPHY	HAMID,NABEEL	25%	S	7	x	x
	PHIL 359/ PPE 475	PHILOS, POLITICS & ECON: Social Norms and Institutions	BICCHIERI,CRISTINA	25%	F	20	x	x
Preceptorial	PREC 517	Conversations and Discourse - Asian American History and Activism	KHAN,FARIHA	50%	F	2	x	x
	PREC 612	The Traditional Philosophy of Yoga in the Religions of Ancient Indi	PATEL, DEVEN	100%	F	4	x	x
	PREC 613	Tastes of Penn - Food as Culture: The Psychology of Food with Prof. Rozin	ROZIN, PAUL	25%	F	6	x	x
Political Science	PSCI 010	BUS&POL/DEVEL COUNTRIES	KAPUR,DEVESH	50%	F	15	x	x
	PSCI 116	POL CHG IN 3RD WRLD	SIL, RUDRA	25%	F	139	x	x
	PSCI 224	POL ECON OF DEVELOPMENT	KAPUR,DEVESH	25%	F	x	32	x
	PSCI 395	Power-Sharing in Deeply Divided Places	O'LEARY,BRENDAN	25%	F	x	18	20
	PSCI 399	INDEPENDENT STUDY: "STRATEGIES FOR DELIVERING OPHTHALMIC CARE IN INDIA"	KAPUR,DEVESH	100%	F	x	1	x
	PSCI 399	THE IMPACT OF DIABETIC RETINOPATHY IN INDIA	KAPUR,DEVESH	100%	S	x	1	x
	PSCI 454	Human Rights: Perspectives on Forced Migration & Education	GHAFFAR-KUCHER,AMEENA	25%	S	x	14	x
	PSCI 499	INDEPENDENT STUDY: "GENDER AND DEVELOPMENT IN INDIA"	KAPUR,DEVESH	100%	S	x	1	x
	PSCI 511	SOCIETY & POLIT IN INDIA	KAPUR,DEVESH	100%	S	x	11	x
	PSCI 798	POL OF INT'L MIGRATION	KAPUR,DEVESH	25%	F	7	x	x
	PSCI 999	INDEPENDENT STUDY GRAD: POLITICS OF EMIGRATION & SOUTH-SOUTH MIGRATION	KAPUR,DEVESH	25%	S	x	1	x
Public Health	PUBH 517	GEOGRAPHY & HEALTH	BRANAS,CHARLES C	25%	F	15	x	x
Punjabi	PUNJ 404	BEGINNING PUNJABI I	GAHUNIA,AMRIT	100%	F	1	x	2
	PUNJ 405	BEGINNING PUNJABI II	GAHUNIA,AMRIT	100%	S	2	2	x
	PUNJ 424	INTERMEDIATE PUNJABI I	GAHUNIA,AMRIT	100%	F	2	1	1
	PUNJ 425	INTERMEDIATE PUNJABI I	GAHUNIA,AMRIT	100%	S	2	1	x
	PUNJ 434	ADVANCED PUNJABI	GAHUNIA,AMRIT	100%	F	x	3	x
Religious Studies	RELS 013	GODS GHOSTS & MONSTERS	MCDANIEL,JUSTIN	50%	Summer	35	30	x
	RELS 143 / NELC 136/ SAST 139	INTRODUCTION TO ISLAM	KARJOO-RAVARY,ALI	50%	S	20	x	x
	RELS 146 / SAST 146/ NELC 184	ISLAM IN MODERN WORLD	ELIAS,JAMAL J.	50%	F	x	41	15
	RELS 173 / SAST 142	INTRO BUDDHISM	MCDANIEL, JUSTIN	75%	S	x	79	x
	RELS 255 / SAST 255	MEDIA AND RELIGION	ROBB,MEGAN E	75%	S	x	5	x
	RELS 256	EXISTENTIAL DESPAIR	MCDANIEL, JUSTIN	25%	F	x	32	20
	RELS 356	LIVING DELIBERATELY: MONKS, SAINTS & THE CONTEMPLATIVE LIFE	MCDANIEL, JUSTIN	25%	F/S	31	x	x
	RELS 445 / NELC 687 / SAST 549	SUFISM	ELIAS,JAMAL J.	50%	S	x	6	x
	RELS 541/ SAST 541	Religion & Visual Image: Seeing is Believing	ELIAS,JAMAL J.	50%	F	x	5	x
	RELS 571 / ARTH 510 / EALC 718	BUDDHIST TEXTS & CONTEXTS	MCDANIEL, JUSTIN	25%	S	x	11	x
	RELS 586 / SAST 686	History of Islam in South Asia	ROBB,MEGAN E	100%	F	x	x	2

	RELS 742 / NELC 782	QUR'ANIC STUDIES	ELIAS,JAMAL J.	25%	F	x	x	2
	RELS 771	READINGS PALI BUDDHISM	MCDANIEL, JUSTIN	25%	F	x	x	1
	RELS 999	INDEPENDENT STUDY: SUFISM BETWEEN TRADITION AND NEW AGE	ELIAS,JAMAL J.	25%	F	x	1	x
South Asia Studies	SAST 001 / HIST 089	Introduction to Modern India	ALI, DAUD / SEVEA,TERENJIT	100%	F/S/Summer	51	85	69
	SAST 003 / HIST 086/ RELS 164	HIST,CLTR, EARLY INDIA: HISTORY, CULTURE AND RELIGION IN EARLY INDIA	ALI, DAUD	100%	F/S	31	20	x
	SAST 004 / COML 012	INDIA's LITERATURE	PATEL, DEVEN / GOULDING, GREG	100%	S	29	23	x
	SAST 005 / MUSC 265	PERFORMING ARTS IN SOUTH ASIA	SREENIVASAN,RAMYA / GURURAJA,SAMANA K	100%	F	25	36	10
	SAST 006/ MUSC 265	HINDU MYTHOLOGY	PATEL, DEVEN	100%	F	6	27	x
	SAST 007 / COML 013	INTRO MODRN S.ASIA LIT: NEW LITERATURES OF RESISTANCE AND REPRESENTATIONS	MOHAMMAD,MAHBOOB / GOULDING,GREGORY	100%	F	9	3	5
	SAST 008/ HIST 085 / RELS 068	INDIA: CULTURE & SOCIETY	SREENIVASAN,RAMYA	100%	F/S	54	39	8
	SAST 009/ SAST 140/ RELS 163	INTRODUCTION TO HINDUISM	SONEJI,DAVESH	100%	F	x	12	x
	SAST 050/ SAST 150 /PHIL 050/ RELS 155	INTRODUCTION TO INDIAN PHILOSOPHY	PATEL, DEVEN	100%	F	59	23	27
	SAST 057	PLANNING TO BE OFFSHORE	GANGULEE,SRI LATA	100%	F	20	16	x
	SAST 063/ ANTH 063	EAST&WEST:A HITCHIKER'S GUIDE TO THE CULTURAL HISTORY OF THE MODERN WORLD	MITCHELL,LISA A /SHETH,SUDEV JAY	100%	S	22	73	x
	SAST 104/ MUSC 060	BEGINNING TABLA I	BHATTI,AQEEL	100%	F	13	12	12
	SAST 105	BEGINNING TABLA II	BHATTI,AQEEL	100%	S	11	11	x
	SAST 106/ MUSC 061	BEGINNING SITAR I	MINER,ALLYN JANE	100%	F	12	12	x
	SAST 107/ MUSC 063	BEGINNING SITAR II	MINER,ALLYN JANE	100%	S	12	13	x
	SAST 120 / COML 114/ URBS 120	LITERATURE OF THE SOUTH ASIAN CITY: SPACE, CULTURE, POLITICS	GOULDING,GREGORY	100%	S	x	7	x
	SAST 144/ ENGL 262	TOPICS 20TH-CENT POETRY: MODERN ISLAM AND POETRY	MOHAMMAD,MAHBOOB	100%	F	x	5	x
	SAST 148	REL LITERATURES OF INDIA: RELIGIOUS LITERATURES OF INDIA	MOHAMMAD,MAHBOOB	100%	F	x	x	3
	SAST 169 / ANTH 169 / NELC 189	WORLDS OF INDIAN OCEAN	PETRIE,IAN C.	100%	F	23	x	7
	SAST 189 / ANTH 189	ISLAM AND THE WEST	SEVEA,TERENJIT	100%	S	x	13	x
	SAST 208 / ANTH 201	DOING RESEARCH: DOING RESEARCH: QUALITATIVE METHODS AND RESEARCH DESIGN	MITCHELL,LISA A	100%	S	10	x	x
	SAST 217-308	CU IN INDIA - TECH INNOVATION IN SOUTH ASIA/INDIA: HISTORY AND PRACTICE	KUMAR,RASHMI	100%	S	x	9	x
	SAST 217-404	CU IN INDIA: CU IN S.EAST ASIA: SUFIS AND GODS, TEMPLES AND SHRINES OF S.EAST ASIA	SEVEA,TERENJIT	100%	S	x	13	x
	SAST 217-405	CU IN INDIA: LIVING TRADITIONS OF INDIAN LITERATURE	PATEL, DEVEN	100%	F/S	8	x	x
	SAST 217-405	CU IN INDIA: THE PERFORMING ARTS OF MODERN SOUTH INDIA	SONEJI,DAVESH	100%	F/S	x	8	x
	SAST 223/ COML 230	WORDS ARE WEAPONS:PROTESTS AND POLITICAL ACTIVISM IN SOUTH ASIAN LITERATURE	MOHAMMAD,MAHBOOB	100%	S	x	9	x
	SAST 251	MUSLIM SAINTHOOD PRACTICES	MOHAMMAD,MAHBOOB	100%	S	7	x	x
	SAST 295	WOMEN IN MODERN S. ASIA	SREENIVASAN,RAMYA	100%	S	x	15	x
	SAST 399-001	INDEPENDENT STUDY: ADVANCED TABLA	BHATTI,AQEEL	100%	F	x	1	x
	SAST 399-008	INDEPENDENT STUDY: COMPARATIVE ANALYSIS OF INDIA'S LITERATURE	PATEL, DEVEN	100%	S	1	x	x
	SAST 399-017	INDEPENDENT STUDY: URDU FICTION WRITING	MENAI,MUSTAFA A	100%	F	1	x	x
	SAST 399-024	INDEPENDENT STUDY: READINGS IN CLASSICAL HINDI LITERATURE	PIEN, JOSHUA	100%	F	1	x	x
	SAST 399-601	Topics in Indian Philosophy: "Emptiness" Theories	PATEL, DEVEN	100%	F	1	x	x
	SAST 407	BEGINNING KANNADA I	SWAMINATHAN,VIJAYAL AKSHMI	100%	F	1	x	3
	SAST 410	BEGINNING MARATHI I	RANADE,MILIND	100%	F	x	2	1
	SAST 412	INTERMEDIATE MARATHI I	RANADE,MILIND	100%	F	5	3	x
	SAST 413	INTERMEDIATE MARATHI II	RANADE,MILIND	100%	S	7	1	x
	SAST 427	INTERMEDIATE KANNADA I	SWAMINATHAN,VIJAYAL AKSHMI	100%	F	1	x	1
	SAST 428	INTERMEDIATE KANNADA II	SWAMINATHAN,VIJAYAL AKSHMI	100%	S	1	x	x
	SAST 449	ADVANCED MARATHI	RANADE,MILIND	100%	S	x	4	x

SAST 503	HIST TRANS EARLY INDIA: HISTORICAL TRANSITIONS IN EARLY INDIA	ALI, DAUD	100%	S	3	x	x
SAST 562	HIST TRANS EARLY INDIA: HISTORICAL TRANSITIONS IN EARLY INDIA	ALI, DAUD	100%	F	x	8	x
SAST 593	CASTE & CLASS SOUTH ASIA	SREENIVASAN,RAMYA	100%	F/S	15	x	3
SAST 596	Language Policy of East Timor	PATEL, DEVEN	100%	S	1	x	x
SAST 604 / ANTH 503	NEOLIBERALISM & THE CITY	MITCHELL,LISA A	100%	F	13	x	x
SAST 607 / GSWS 608	GENDER AND SEXUALITY IN HINDUISM	SONEJI,DAVESH	100%	S	11	x	x
SAST 617	READINGS IN MODERN INDIAN HISTORY	ALI, DAUD	100%	F	3	x	x
SAST 620/ RELS 620	Godliness, Miracles, Madness	SEVEA,TERENJIT	100%	F	x	6	x
SAST 625	PHILOLOGY AND HISTORY: READING SOUTH ASIAN TEXTS	PATEL, DEVEN	100%	S	x	4	x
SAST 626/ COML 629	SOUTH ASIAN MODERNISMS: LITERATURE,HISTORY,THEORY	GOULDING,GREGORY	100%	F	x	x	3
SAST 627	S.ASIAN LIT AS COMP LIT: SOUTH ASIAN LITERATURE AS COMPARATIVE LITERATURE	GOULDING,GREGORY	100%	F	x	6	x
SAST 629	MONEY, MARKETS, AND MUTUALITY	MITCHELL,LISA A	100%	S	x	6	x
SAST 632/ RELS 632	HINDUISM AND COLONIAL MODERNITY	SONEJI,DAVESH	100%	F/S	3	9	x
SAST 640/ RELS 670	RELIGIOUS BODIES & SEX: RELIGIOUS BODIES AND SEX IN SOUTH ASIA	SEVEA,TERENJIT	100%	F	x	x	2
SAST 999-001	INDEPENDENT STUDY: WOMEN IN SOUTH ASIA	MITCHELL,LISA A	100%	S	x	1	x
SAST 999-002	INDEPENDENT STUDY: LIT HISTORY & AESTHETICS	PATEL, DEVEN	100%	Summer	1	x	x
SAST 999-003	INDEPENDENT STUDY: GODLINESS, MIRACLES, AND MADNESS	SEVEA,TERENJIT	100%	Summer	1		
SAST 999-004	INDEPENDENT STUDY: ADVANCED TELUGU	MOHAMMAD,MAHBOOB	100%	F	x	1	x
SAST 999-004	INDEPENDENT STUDY: CLASSICAL & MEDIEVAL TELUGU LITERATURES	MOHAMMAD,MAHBOOB	100%	S		1	
SAST 999-005	INDEPENDENT STUDY: THE STATE AND OTHER SOVEREIGNS:POLITICAL ANTHROPOLOGY OF THE CITY	MITCHELL,LISA A	100%	S	1	x	x
SAST 999-005	INDEPENDENT STUDY: CULTURAL STUDY OF SOUTH INDIA	ALI, DAUD	100%	F	x	1	x
SAST 999-006	INDEPENDENT STUDY: EMPIRE AND SCIENCE	MUKHARI,PROJIT BIHARI	100%	S	1	x	x
SAST 999-006	INDEPENDENT STUDY: HISTORIES OF LUCKNOW	GOULDING,GREGORY	100%	S	x	1	x
SAST 999-007	INDEPENDENT STUDY: MUSLIM SAINTHOOD PRACTICES - GRADUATE LEVEL	MOHAMMAD,MAHBOOB	100%	S	2	x	x
SAST 999-011	INDEPENDENT STUDY: FEMALE MYTHOLOGY IN HISTORICAL CONTEXT IN EARLY INDIA	ALI, DAUD	100%	F	1	x	x
SAST 999-015	INDEPENDENT STUDY: ADVANCED KANNADA WITH RALLAPALLI SUNDARAM	SREENIVASAN,RAMYA	100%	F	1	x	x
SAST 999-015	INDEPENDENT STUDY: Advanced Kannada with Rallapalli Sundaram	RALLAPALLI,SUNDARAM	100%	S	1	x	x
SAST 999-019	INDEPENDENT STUDY: CLIMATE CHANGE AND SECURITY WITH KIMBERLEY THOMAS	MITCHELL,LISA A	100%	F	1	x	x
SAST 999-023	INDEPENDENT STUDY: READING TIME: PROGNOSTICATION AND DIVINATION IN SOUTH ASIA	ALI,DAUD	100%	F	1	x	x
SAST 999-025	INDEPENDENT STUDY: ADVANCED TIBETAN WITH NYMA DEKYI	SREENIVASAN,RAMYA	100%	F	1	x	x
SAST 999-025	INDEPENDENT STUDY: ADVANCED TIBETAN WITH NYIMA DEKYI	SREENIVASAN,RAMYA	100%	S	1	x	x
SAST 999-027	INDEPENDENT STUDY: URDU POETRY IN TRANSLATION	MENAI,MUSTAFA A	100%	F	1	x	x
SAST 999-031	INDEPENDENT STUDY: STATE DOMINATION AND THE POLITICS OF RESISTANCE	MITCHELL,LISA A	100%	F	1	x	x
SAST 999-033	INDEPENDENT STUDY: MANAGING THE MARKETS: COLONIALISM AND FINANCE CAPITAL	MITCHELL,LISA A	100%	F	1	x	x
Sanskrit	SRKT 460	OBROCK,LUTHER / LORNDAL, TIMOTHY B	100%	F	5	6	4
	SRKT 461	OBROCK,LUTHER / LORNDAL, TIMOTHY B	100%	S	4	4	x
	SRKT 470	OBROCK,LUTHER / ALI, DAUD	100%	F	1	4	1
	SRKT 471	OBROCK,LUTHER / ALI, DAUD	100%	S	1	4	x
	SRKT 480	OBROCK,LUTHER / PATEL, DEVEN / RALLAPALLI,SUNDARAM	100%	F/S	5	4	x
Social Policy and Practice	SWRK 748	HANDY,FEMIDA	100%	S	8	6	x
	SWRK 772-001	GHOSE,TOORJO	100%	S	x	10	x

	SWRK 772-900	Postcolonial Social Work Practice: International Social Welfare in India	GHOSE,TOORJO	100%	Summer	9	x	x	
	SWRK 899	INDEPENDENT STUDY: Theories of Work in Nonprofit Organizations: Paid and Unpaid	HANDY,FEMIDA	25%	F	x	1	x	
Tamil	TAML 406	BEGINNING TAMIL I	RENGANATHAN,VASU	100% F			4	3	4
	TAML 407	BEGINNING TAMIL II	RENGANATHAN,VASU	100% S			2	3 x	
	TAML 426	INTERMEDIATE TAMIL I	RENGANATHAN,VASU	100% F			4	1	1
	TAML 427	INTERMEDIATE TAMIL II	RENGANATHAN,VASU	100% S			3	2 x	
	TAML 446	ADVANCED TAMIL	RENGANATHAN,VASU	100% F/S			3	3	1
Telugu	TELU 409	BEGINNING TELUGU I	MOHAMMAD,MAHBOOB	100% F			3	3	1
	TELU 410	BEGINNING TELUGU II	MOHAMMAD,MAHBOOB	100% S			5	4 x	
	TELU 429	INTERMEDIATE TELUGU I	MOHAMMAD,MAHBOOB	100% F			2	5	2
	TELU 430	INTERMEDIATE TELUGU II	MOHAMMAD,MAHBOOB	100% S			2	6 x	
Urban Studies	URBS 405/ RELS								
	439/ AFRC 405	RELIGION, SOCIAL JUSTICE & URBAN DEVELOPMENT	LAMAS, ANDREW	25% S			18	25 x	
	URBS 452	COMMUNITY ECONOMIC DEVELOPMENT	LAMAS, ANDREW	25% F			21 x		19
	URBS 480/ AFRC 480	LIBERATION & OWNERSHIP	LAMAS, ANDREW	25% F			16 x		12
Urdu	URDU 421	INTERMEDIATE URDU I	MENAI,MUSTAFA A	100% F			8	2	1
	URDU 422	INTERMEDIATE URDU II	MENAI,MUSTAFA A	100% S			5	3 x	
		LANGUAGE & LITERATURE: Advanced Urdu-Language and Literature							
	URDU 431	ADVANCED URDU	MENAI,MUSTAFA A	100% S			10	4 x	
	URDU 431	URDU POETRY IN TRNSLTN: URDU POETRY IN TRANSLATION: POETRY OF RESISTANCE, I AM TRUTH - ANUL HAQ	MENAI,MUSTAFA A	100% F			5	4 x	
	URDU 452	SUFISM AND RESISTANCE: Lit in Translation-Sufism and Resistance	MENAI,MUSTAFA A	100% F			9	11	3
	URDU 462								
							10	9 x	

Appendix C: NRC Performance Measure Forms (PMFs)

Goal #1 Increase the direct ties between Penn’s faculty research initiatives and our K-16 outreach, and enhance capacity for sustained South Asia expertise and professional development in our affiliate faculty programs and outreach to minority serving institutions.

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Increase and enhance outreach to K-16 partners by doubling attendance and creating at least 20 new open access curricular resources during the grant period.	1a Educator workshops: 4 workshops/semester each with significant Penn faculty contribution to design and implementation.	i. # attendees	Every semester	SAC records	50	75	75	100	100
		ii. % satisfaction	Every semester	Survey of attendees	-	90	90	90	90
	1b. Summer institute: increase attendance and Penn faculty contribution in design and implementation of annual institute.	i. # attendees	Annually	SAC records	20	25	30	35	40
		ii. % satisfaction	Annually	Survey of attendees	-	90	90	90	90
	1c. Curriculum resources: create new resources and increase their availability through online open access platforms.	i. # new lesson plans	Every semester	SAC records	0	3	3	4	4
		ii. # new open access resources	Every semester	SAC records	0	10	15	20	20
		iii. # times resources accessed	Every semester	SAC records	0	20	20	20	20
	2. Broaden curricular offerings and content through programs to create 6 new courses and enhance content through 4 new workshops by the end of the grant period.	2a.. Affiliate summer workshops: one workshop annually with attendance reaching 16 affiliates by the end of the grant period	i. # attendees	Annually	SAC records	0	8	12	16
2b.. Course Module Development: award 2 grants/year to develop 6 new SA content courses by the end of the grant period		i. # stipends awarded	Annually	SAC records	0	2	2	2	2
		ii. # courses implemented	Cumulative	SAC records	0	-	-	-	6

3. Increase and deepen SA content at minority serving institutions by increasing the number of new SA related course offerings by 4 and increasing the number of MSI faculty participating in our programs to 20 by the end of the grant period.	3a. Course Module Development: award at least 1 stipend annually to enhance content or develop new courses at affiliated MSIs.	i. # stipends awarded	Annually	SAC records	0	1	1	1	1
		ii. # courses implemented	Cumulative	SAC records	0	-	-	-	4
	3b. Professional Development: recruit increased MSI faculty participation in SAC programs.	i. # MSI faculty participating in SAC programs	Annually	SAC records	8	15	15	20	20

Goal #2: Enhance breadth and capacity of South Asia expertise at Penn through expanded interdisciplinary initiatives and strengthen relationships to partner institutions in South Asia through increasing shared teaching, scholarly, and capacity building initiatives.

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Expand and enhance interdisciplinary engagements and impact at Penn through increasing the number of interdisciplinary events to 6 per semester and increasing the number of interdisciplinary courses by 4 by the end of the grant period.	1a. Course development: award 4 stipends to establish new interdisciplinary courses with broad representation across Penn programs.	i. # new courses	Cumulative	SAC records	0	-	-	-	4
		ii. # centers /schools participating	Cumulative	SAC records	0	-	-	-	8
	1b. Conference and workshop support: implement 4-6 co-sponsored events per semester with a 2-4 units participating in each event.	i. # of events supported	Every Semester	SAC records	3	5	6	6	6
		ii. # centers /schools participating	Every Semester	SAC records	1	2	3	3	4
		iii. # attendees	Every semester	SAC records	100	125	150	150	150
2. Enhance capacity in partner institutions in South Asia by increasing participation in Penn events to 12 participants per year, holding 2 capacity-building workshops per year, and hosting 4 visiting scholars by the end of the grant period.	2a. Bring 2-4 partner institution scholars to Penn for 3 conferences per year by the end of the grant period.	i. # of participants from Partner Institutions	Annually	SAC records	0	8	10	12	12
	2b. Short Term Visiting Scholars: involve partner scholars in Penn research and teaching activities through 6-8 week visiting appointments.	i. # SAC programs engaged	Annually	SAC records	0	0	2	2	4
		ii. # scholars hosted	Annually	SAC records	0	0	1	1	2
		iii. # Penn Students taught or	Annually	SAC records	0	0	25	25	50

		advised by visiting scholar							
	<i>2c. Capacity Building Workshops: hold 2 workshops annually with 8-16 participants from Penn and at least 1 partner institution.</i>	i. # workshops	Annually	SAC records	0	2	2	2	2
		ii. # attendees	Annually	SAC records	0	8	12	12	16

Goal #3: Increase student opportunities to develop: a) language and areal expertise; b) to participate in high quality, mentored abroad experiences, and c) to access career resources across University schools and programs.

Performance Measures	Activities	Data / Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
1. Create new courses, events, and career resources that engage 15- 25 students from at least 4 different degree programs	1a. <i>Course development: for each course developed through a stipend, enroll an average of 15 students from at least 5 different degree programs by the end of the grant period.</i>	i. # students enrolled	Cumulative	SAC records	0	-	-	-	80
		ii. # different majors/ degree programs engaged	Cumulative	SAC records	0	-	-	-	5
	1b. <i>Conferences, workshops, events: for each supported event, engage an average of 25 students from 4 different programs.</i>	i. # students engaged per event	Every semester	SAC records	0	15	15	25	25
		ii. # different majors/ degree programs engaged per event	Every semester	SAC records	0	2	3	4	4
	1c. <i>Career resources: create online career portal with recommended programs of study, recommended experiential opportunities, alumni mentor matching opportunities, and global career resources with at 2 new resources and 25 students accessing resources per year.</i>	i. # online new career resources	Annually	SAC & OCS records	0	2	2	2	2
		ii. # students engaged	Annually	SAC & OCS records	0	12	15	25	25
	2. Create at least 3 new courses with mentored abroad components and create at least 8 new internship opportunities by the end of the grant cycle.	i. # new courses with abroad component	Cumulative	SAC records	0	-	-	-	3
		ii. # students enrolled	Cumulative	SAC records	0	-	-	-	45

	2b. Internships: create 8 new internship opportunities and engage at least 18 students by the end of the grant cycle.	i. # new internships created	Cumulative	SAC records	0	-	-	-	8
		ii. # students engaged	Cumulative	SAC records	6	-	-	-	18



1700 Spring Garden Street
Philadelphia, PA 19130-3991
215.751.8000 www.ccp.edu

June 12, 2018

Dr. Mark T. Lycett
Director, South Asia National Resource Center
University of Pennsylvania
Philadelphia, PA 19104

Dear Dr. Lycett:

On behalf of Community College of Philadelphia, I am writing to express strong support for the University of Pennsylvania South Asia Center's proposal to the U. S. Department of Education for designation and funding as a National Resource Center. Our continued collaboration has enabled faculty to incorporate international and intercultural dimensions into the College's curriculum, and the activities provided by the South Asia Center have introduced students to diverse perspectives and a wide range of views at the College.

The partnership between University of Pennsylvania and Community College of Philadelphia promises to have great impact on the City. The College is the largest institution of higher education in Philadelphia and the sixth largest in Pennsylvania; currently, there are more than 31,000 students enrolled in credit and non-credit course work. Approximately 75% are minority students (52% African American, 14% Hispanic/Latino, and 9% Asian/Pacific Islander). The College is recognized by the U.S. Department of Education as a Minority-Serving Institution and is a designated Predominately Black Institution. The College is ranked #12 nationally in the number of associate's degrees awarded to African-American students. The College's Main Campus in Center City and auxiliary campuses in West, Northeast, and Northwest Philadelphia serve residents from throughout the City.

For the past four years, the College has benefitted tremendously from the South Asia Center's promotion and advancement of South Asian Studies. In 2014, the College was one of three recipients of the national 'Bridging Cultures in Community Colleges' grant from the National Endowment for the Humanities, "Bridging Cultures in South Asia: An Interdisciplinary Study." This grant was made possible because of a formal partnership with University of Pennsylvania's South Asia National Research Center, which provided faculty to act as consultants and seminar lecturers. The two-year grant focused on how South Asia confronted and negotiated cultural divides and diversity, with year one focused on the classical to pre-colonial periods, and year two on the Colonial era ending with the partition of India in 1947. Eight College faculty were participants each year and produced a course module. The participants attended 15 seminar days per year. The project directors were Lakshmi Gudipati, Assistant Professor, English Department, and David Prejsnar, Assistant Professor and Religious Studies Program Coordinator.

A sub-award from the South Asia NRC to the College augmented the impact of the NEH Bridging Cultures grant by adding four additional faculty in year two. Faculty attended fifteen daylong seminar sessions and seven roundtable discussion sessions throughout academic 2015-2016. Scholars in South Asian history, religion, philosophy, and literature lectured and led discussions on bridging cultures

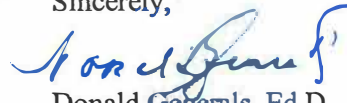
themes of the Indian Sub-Continent. Course modules included reading lists, discussion questions, writing assignments, assessment tools, and revised syllabi.

The sub-award from the South Asia NRC to the College also added four faculty to supplement a U.S. Department of Education Title VI UISFL project focused on East Africa, and created a Cross-Regional project. Specialists invited to the College addressed topics crossing the usual academic borders of South Asia, the Middle East and East Africa. This Cross-Regional approach offered unique perspectives for students. For example, lectures discussed the peaceful spread of Islam into East Africa and South Asia. Another topic led students to see inter-cultural connections provided by Indian Ocean trade. One South Asia NRC lecture by University of Pennsylvania Professor Ian Petrie, "Merchants and Sojourners of the Indian Ocean," drew 110 students, with seven faculty embedding the lecture into their courses.

A third focus of the sub-award from the South Asia NRC to the College enriched the experience of students involved in a theater production from a different time and culture from that of the College community. Professor Lakshmi Gudipati adapted a play by Rabindranath Tagore and created an original script. Professor Shayoni Mitra, Barnard College, provided 20th Century historical and political contexts to the College. Under the guidance of Professor Mitra and College faculty, students analyzed conflicting perspectives of the different characters in the context of modern India. Weeklong performances attracted 900 students. During a later International Festival event, cast members offered thoughtful interpretations comparing the characters' points of view with their own experiential and learned knowledge.

I have every confidence that the College's partnership with the University of Pennsylvania's South Asia National Resource Center will have local, national, and international impact, and further develop a model for collaboration between a research university and a community college that is also a Minority Serving Institution. We look forward to working together to engage students throughout Philadelphia in discussion on world regions and international affairs.

Sincerely,



Donald Generals, Ed.D.
President



May 17, 2018

Mark Lycett, Director, South Asia Center Director
Firoozeh Kashani-Sabet, Middle East Center Director
University of Pennsylvania, Middle East Center
3340 Walnut St, Fisher-Bennett Hall, Suite 228
Philadelphia, PA 19104

Dear Dr. Lycett and Dr. Kashani-Sabet

On behalf of Drexel University, School of Education, and as Principal Investigator for the *Drexel-Penn Global Teach Connection (GTC)* Project funded through a Title VI sub-grant from University of Pennsylvania, Area Studies Centers Studies (i.e., Middle East and South Asia Centers), I strongly support continuing Title VI funding to the University of Penn from the U.S. Department of Education. This collaboration has been highly effective in forging a strategic relationship between Drexel's School of Education and Penn Area Studies faculty and students to 1) to prepare teachers and education leaders to think globally, 2) develop area studies and intercultural competencies, and 3) engage new pedagogical theory and practice for working with diverse students and teaching less commonly taught languages.

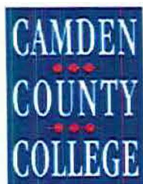
Drexel University is highly committed to an interdisciplinary approach to teacher education, which includes an emphasis on Global and International Education. The UPenn-Drexel Global Connect project is helping us to "level the playing field" for Drexel's teacher education students, diverse learners and teachers in cooperating schools. The project has opened opportunities for new higher education curriculum focusing on immigrant and diverse learners and gender in community schools, teacher preparation faculty and their leaders who want to improve access to intercultural education. The grant supports professional development and new post-secondary courses, which support new knowledge foundations in least commonly taught languages and pedagogy (LCTL) to improve teacher competency in diverse learning settings.

Since 2015, with support from the UPenn's National Resource Center and Areas Studies Center, the project has forged an effective link to Drexel's existing GIE program and our ongoing *Global Education Colloquium*, which we live-stream and archive as a teaching resource. This *Global Teach Connection* collaboration has reached and generated excitement to many students, teachers and faculty. Media connections supported through the grant continues to be a strong motivator for expanding a collaborative community among more reluctant teachers and scholars. The inaugural three-year project evaluation and dissemination strategies provide evidence the project has directly reached over 2,000 participants while targeting even more. Through Penn MEC and SA areas studies centers collaboration, we developed two new GIE, pedagogy and policy based courses and PD Workshop models. As a result, we are sure to continue helping students and teachers increase understanding about area studies, and the need for intercultural competencies in an increasingly global and diverse education settings with funding to help sustain this initial grant effort.

We look forward to the renewal of funds for the University of Pennsylvania Grant to continue working in collaboration with the US Department of Education and other collaborators for a scaled up development of this project in future years.

Sincerely, 

Joyce Pittman, Ph.D., *UPenn- Drexel Global Connect Project Director/Principal Investigator*
Associate Clinical Professor, Educational Leadership and Management
Drexel University - School of Education, 3001 Market Street - Philadelphia, PA
Email: jap386@drexel.edu



College Drive
Blackwood, New Jersey 08012
June 11, 2018

South Asian Center
University of Pennsylvania
646 Williams Hall
Philadelphia, Pennsylvania 19104

On behalf of The Center at Camden County College, I strongly support the collaboration in response to the invitation from University of Pennsylvania's South Asian Center. This collaboration will allow us to continue our long-standing relationship and expand our activities. The project goals are to (1) prepare teachers and education professionals to think globally through area studies, and thematic focuses of the project; (2) to support curriculum revision products (3) develop community participants' cultural competencies that reflect diverse perspectives and encourage them to apply these in government, education, business, and non-profit sectors; and (4) engage public school students in collaborative activities designed to integrate international and intercultural dimensions into their academics. In the past our relationship with the South Asian Center has included public lectures and teacher professional development workshops. The above activities represent an expansion of our relationship with the Center. These activities have resulted in very positive responses from both public school educators and community patrons.

We think the above activities are vital to the progress of our deeply divided society in which people base decisions on a diverse range of cable television, radio, and social media sources. Since these sources often present information that is not always balanced and accurate, it is imperative the public is exposed to informed opinions based upon supportable facts. In regard to the public schools, the present emphasis on high stakes testing often makes it difficult for classroom teachers to develop in-depth studies of South Asia and to organize activities that engage students in activities that foster critical and analytical thinking. With the support of the University of Pennsylvania South Asia Center we are confident that we can meet the intellectual needs of the public school sector and of the general public.

The Center at Camden County College is highly committed to creating an informed citizenry through exploration of issues critical to a democratic society. We focus on the needs and interests of students, educators and the community at large, providing them with the opportunity to meet scholars, scientists, politicians, and business leaders to explore historical and current issues and discuss societal problems

and their solutions. We offer interesting and thought-provoking courses and events for teachers' professional development requirements and community members lifelong learning.

The opportunity to link, through the University's South Asia Center and our facilities in New Jersey, is sure to generate enthusiasm among our students, faculty, and patrons. We look forward to working with you and participating in the ongoing development of this project, pending approval by the U.S. Department of Education.

Sincerely,

John L. Pesda

John L. Pesda, Director
The Center at Camden County College



Montgomery County
Community College

Amelia Carter
Assistant Director
South Asia Center
University of Pennsylvania

Dear Ms. Carter:

With great enthusiasm we write in support of the South Asia Center at the University of Pennsylvania's application for an award from the U.S. Department of Education.

We are most eager to expand the College's offerings, as well as opportunities for our students to engage with the languages, history, and culture of South Asia. We are particularly interested in working with you and your staff to offer an on-campus lecture focusing on a contemporary or historical issue, in addition to organizing cultural event such as film screening or performances by visiting artists, either as independent events or as part of our International Week activities. Our goal will be to draw attention to South Asian languages and area studies and increase understanding, as well as to support our existing programs in history and languages. Additionally, we will advertise to our faculty the opportunity to invite a scholar from the Center to visit their classes when appropriate.

We cannot provide a budget projection for any such activities since we can provide facilities and advertising in-house. Were we to organize a large-scale symposium, and invite guest scholars from other institutions, the costs for travel, housing, food, etc. could be significant.

We look forward to future collaborations.

With best wishes,

Aaron M. Shatzman, Ph.D

Michele Cuomo, Ed.D., MFA

340 DeKalb Pike
Blue Bell, PA 19422
215-641-6300

101 College Drive
Pottstown, PA 19464
610-718-1800

GLOBAL *Meet the World Here* PHILADELPHIA

June 14, 2018

To whom it may concern:

I write this letter of endorsement in recognition of the work we have conducted in partnership with the Penn South Asia Center.

We are engaged in promoting Philadelphia as a Global City and we manage the World Heritage City project. In that capacity we have partnered with the Center on number of initiatives.

These include:

A World Heritage Toolkit: During a 2015 Summer Institute held at the University of Pennsylvania, 35 educators from Philadelphia area schools worked together to create 35 model lesson plans for primary and secondary students focusing on Philadelphia's history and global heritage. These lesson plans were packaged into a "World Heritage Tool Kit" and made available online and in print. Our partners in that project included the City of Philadelphia, the Connelly Foundation, the Penn Middle East Center, the Penn Center for East Asian Studies, the Penn Center for Africana Studies, and the Penn South Asia Center.

Philadelphia Teacher India & Nepal Trip: Last summer, a group of 15 Philadelphia teachers traveled to World Heritage sites in India and Nepal as a part of a program organized by the South Asia Center at the University of Pennsylvania. These teachers will serve as our initial group of "Philadelphia World Heritage Education Ambassadors," sharing our World Heritage story on their travels and communicating the importance of heritage awareness to their students and to other educators upon their return.

World Heritage Teacher Video Those who took part in the India/Nepal teacher trip also participated in the Penn Museum workshop last September. This has resulted in a teacher video soon to be launched on our World Heritage Resources Website.

Moving forward there are numerous possible areas for collaboration. These include:

- Teacher travel with global partners
- Student passports and/or travel
- Implementation of Tool Kit and lesson plans
- Support for South Asia-related WH in-school programs
- Coloring Book in South Asian languages
- Student art display and event support

We have truly appreciated the partnership with the Penn South Asia Center and look forward to further engagement around the promotion of culture and heritage.

Sincerely,

Zabeeth Tulech Singh

Executive Director

Global Philadelphia Association

FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

(www.Grants.gov Part III/Other Attachments Form)

Type of Application (check all that apply)

☒ Comprehensive National Resource Center

Undergraduate National Resource Center

☒ Foreign Language and Area Studies Fellowships

Federal Funds Requested

NRC Request

Year 1: \$246,950 Year 2: \$256,130 Year 3: \$244,432 Year 4: \$264,487

FLAS Request

Year 1: \$328,500 Year 2: \$328,500 Year 3: \$328,500 Year 4: \$328,500

Type of Applicant

☒ Single institution University of Pennsylvania South Asia Center

Consortium of institutions

☐ Lead _____

☐ Partner 1 _____

☐ Partner 2 _____

☐ Partner 3 _____

NRC (Center, Institute, Program) Focus

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

AFRICA

CANADA

EAST ASIA/PAN ASIA

EUROPE

INTERNATIONAL

LATIN AMERICA and the CARIBBEAN

MIDDLE EAST

PACIFIC ISLANDS

RUSSIA, EASTERN EUROPE, EURASIA

☒ SOUTH ASIA

SOUTHEAST ASIA

WESTERN EUROPE

FLAS-eligible Languages: These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Bengali, Gujarati, Hindi, Kannada, Malayalam, Marathi, Punjabi, Pashtu, Tamil, Telugu, Tibetan, Urdu

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**University of Pennsylvania
South Asia Center
2018-2022 Budget**

Green = Meets Absolute Priority (AP)
Pink = Meets Competitive Preference Priority (CPP)

Category	T6 Funds 2018-19	T6 Funds 2019-20	T6 Funds 2020-21	T6 Funds 2021-22	Pg. Ref.	Meets Priority
A. SALARIES						
1. Administrative						
a. Director (M. Lycett)	-	-	-	-		
b. Associate Director (M. Laffin-Rose) (25% of F/T salary, 100% time; fringe @ 31.7%)	13,750	14,163	14,587	15,025	c13	
Subtotal, Administrative	13,750	14,163	14,587	15,025		
3. Area and Other Instruction						
a. Diversity, Identity, and Recognition						
Short Term Visiting scholar, Ali Usman Qasmi, LUMS 1 course co-taught with Penn Faculty during residence. (50% of P/T salary, 100% time; fringe @ 9.7%)				6,500	C3	
4. Penn faculty to assist/evaluate/lecture in CCP, MSI, AF, and teacher ed. programs						
a. SA Faculty, 10 off-campus site visits or lectures @ \$400 ea. (professional services fee, 100% time; fringe @ 31.7%)	4,000	4,000	4,000	4,000	c41-44	CPP # 1 & 2
Subtotal, Area and Other Instruction	4,000	4,000	4,000	10,500		
5. Outreach Personnel						
a. Assistant Director (A. Carter) (50% of F/T salary, 100% time; fringe @ 31.7%)	24,450	25,184	25,939	26,717	c13-14	AP2
b. Program and Events Coordinator (A. Parker) (50% of F/T salary, 100% time; fringe @ 31.7%)	20,000	20,600	21,218	21,855	c13-14	AP2
Subtotal, Outreach Personnel	44,450	45,784	47,157	48,572		
SALARIES SUBTOTAL	62,200	63,946	65,745	74,097		
B. FRINGE BENEFITS						
31.7% Full-time Employees	19,717	20,271	20,841	21,428	-	
9.7% of Part-time Employees	-	-	-	631		
FRINGE BENEFITS SUBTOTAL	19,717	20,271	20,841	22,059		
C. TRAVEL						
1. Foreign Travel						
a. Center Staff to South Asia arrange linkages and exchanges, develop curricula, acquire library materials.					c11	
i. Est. contribution to travel (\$1800 x 2 to South Asia)	3,600	3,600	3,600	3,600		
ii. Per diem (50% of State-Dept. rate for Delhi = \$200 x 1 x 12 days x 2 tri)	4,800	4,800	4,800	4,800		
b. Faculty to facilitate capacity building workshops with partner institutions in South Asia					c4	
i. Est. contribution to travel (\$1800 x 1 to South Asia)	1,800	1,800	1,800	1,800		
ii. Per diem (50% of State-Dept. rate for Delhi = \$200 x 1 x 12 days)	2,400	2,400	2,400	2,400		
2. Domestic Travel						
a. Professional Meetings: 2 staff & faculty @ \$1000 (AAS, ACTFL, Madison S. Asia conf., NCOLTCL, etc.)	2,000	2,000	2,000	2,000	c11	
b. 2 Staff to NRC Directors Meeting @ \$600	1,200	-	-	-	c11	
TRAVEL SUBTOTAL	15,800	14,600	14,600	14,600		

Category	T6 Funds 2018-19	T6 Funds 2019-20	T6 Funds 2020-21	T6 Funds 2021-22	Pg. Ref.	Meets Priority
D. SUPPLIES						
1. Library: Book, Online Reference, and Film/Video Purchases	6,000	6,000	6,000	6,000	c10	
2. Publications:					c11	
a. Print Advertising and Newsletter Production Costs	200	200	200	200		
b. Joint Outreach Print Advertising Costs	250	250	250	250		
SUPPLIES, SUBTOTAL	6,450	6,450	6,450	6,450		
E. OTHER						
1. Outreach to K-12, Media, Business, and the General Public						
a. Outreach to K-12 Teachers & Students						
i. SA Language & Area Studies Training Workshops for Educators (3 per year @ \$1250 ea.) (speaker fees, participant per diem & materials)	3,750	3,750	3,750	3,750	c3, c43	AP2
ii. 1-week Summer Institute for K-16 Teachers (with Penn Area Centers) (speaker fees, participant per diem & materials)	2,000	2,000	2,000	2,000	c3, c43	AP2
iii. Master Teacher Fellowship (with Penn Area Centers) (training expenses or classroom materials)	1,000	1,000	1,000	1,000	c41-44	AP2
iv. Flex Fund for Teacher Inservice Workshops and other training opportunities (4 per year @ \$500 ea.) (speaker fees, participant per diem & materials)	2,000	2,000	2,000	2,000	c41-44	AP 2
v. Collaborative K-16 Outreach Activities with Penn Museum International Classroom, Virtual Programs, Loan Box Prog	2,000	2,000	2,000	2,000	c43	
vi. South Asia National Outreach Consortium (SANOC) Annual contribution to Book Award and NCSS booth	500	500	500	500		AP 2
vii. South Asia Classroom Visits Local travel, promotion and advertising	250	250	250	250	c41-44	AP 2
b. Outreach to Media, Business, and the General Public						
i. South Asia Music & Dance Performance in the Community Professional Services for 1 @ \$1500	1,500	1,500	1,500	1,500	c9	
ii. Teaching Artist Residency (K-12 Outreach --Visual Arts) Speaker fees, travel accommodation, space rental	2,000	2,000	2,000	2,000	c9	
ii. Global Public Affairs Forum (with Penn NRCs)	1,000	1,000	1,000	1,000	c3	
iii. Media workshops with the Pulitzer Center (with Penn Area Centers) (professional services & domestic travel for participants)	2,340	2,340	2,340	2,340	c46	
iv. Wharton India Economic Forum, Penn Microfinance Conference (speaker fees, participant per diem & materials)	1,000	1,000	1,000	1,000	c47	
2. Post-secondary Outreach						
a. Affiliated Faculty Program for SA or International Scholars in the Region						
i. Affiliated Faculty Summer Workshops Professional Services for 2 @ \$500	1,000	1,000	1,000	1,000	c4,c46	CPP # 1
Domestic Travel & Per Diem for 2 @ \$600	1,200	1,200	1,200	1,200		
ii. AF Faculty stipends for course module development	3,000	3,000	3,000	3,000	c4,c46	CPP # 1
b. Collaborative Partnership with Community College of Philadelphia (MSI)					c4,c44	
i. South Asia Speaker Series (speaker fees and outreach assistant salary)	2,500	2,500	2,500	2,500		CPP # 1
ii. Conferences and professional development trainings for faculty (Professional services and fees for co-curricular training)	1,500	1,500	1,500	1,500		CPP # 1
iii. Online curriculum development and NEH support	1,500	1,500	1,500	1,500		
c. Collaborative Partnerships with MCCC and CCC (MSIs)					c4, c44-45	CPP # 1
Professional services fees for co-curricular training sessi	3,000	3,000	3,000	3,000		
Faculty training stipends for course module developmen	3,000	3,000	3,000	3,000		
d. Collaborative Partnership with Drexel University School of Education					c4, c45	CPP # 2
Professional services fees for co-curricular training sessi	3,250	3,250	3,250	3,250		
Faculty training stipends for course module developmen	3,000	3,000	3,000	3,000		
e. CAORC/ AHS Capacity Building Teacher's Program in India					c10, c42	
Program fees and stipend for 2 MSI/CC faculty	9,000	9,000	9,000	9,000		CPP # 1
f. South Asian Language Programs K-16					c44	
i. Hindi Instruction Startalk materials, instruction salary and equipment	200	200	200	200		
ii. Bengali Online Resources Development, speaker fees curriculum development	1,000	1,000	1,000	1,000		
ii. Tamil Online Resources Development, speaker fees curriculum development	1,000	1,000	1,000	1,000		
iii. Sanskrit Sanskrit Day room rental, speaker fees and travel	1,000	1,000	1,000	1,000		

	T6 Funds	T6 Funds	T6 Funds	T6 Funds		Meets
Category	2018-19	2019-20	2020-21	2021-22	Pg. Ref.	Priority
3. Undergraduate & Graduate Curriculum & Training						
a. Diversity, Identity, and Recognition						AP1
i. Religious Litteratures Conference					c2	
Domestic Travel & Per Diem for 4 @ \$600		2,400				
International Travel & Per Diem for 3 @ \$1800		5,400				
ii. Comprative Monasticisms					c2	
Professional Services for 2 @ \$500	1,000					
International Travel & Per Diem for 2 @ \$1800	3,600					
iii. Diversity and Lanuge Conference						
Professional Services for 2 @ \$500				1,000	c3	
International Travel & Per Diem for 2 @ \$1800			-	3,600		
iv. Course Development Stipend	5,000				c2	
b. Health, Childhood, and the Lifespan						AP1
i. Childhood in South Asia Workshops					c5-6	
Professional Services for 2 @ \$500	1,000	-	1,000	-		
International Travel & Per Diem for 2 @ \$1800	3,600	-	3,600	-		
ii. Pedagogies for Increasing Nursing Capacity through Global Partnerships					c6	
Professional Services for 4 @ \$500				2,000		
Domestic Travel & Per Diem for 2 @ \$600				1,200		
International Travel & Per Diem for 2 @ \$1800				3,600		
iii. Kinship Forum					c6	
International Travel & Per Diem for 4 @ \$1800	-	7,200				
iv. Course Development Stipend	5,000				c2	
c. Human Environments of South Asia						AP1
i. Environmental Humanities and Sustainable Futures III					c6-7	
Domestic Travel & Per Diem for 2 @ \$600			1,200	-		
International Travel & Per Diem for 4 @ \$1800			7,200			
ii. Migration and Population History					c7	
International Travel & Per Diem for 2 @ \$1800			3,600			
Domestic Travel & Per Diem for 4 @ \$600			2,400			
iii. Human Environments Workshops (1 each semester)	-	-			c7	
Professional Services 4@\$500			2,000			
Domestic Travel & Per Diem for 4 @ \$600			2,400			
iv. Course Development Stipend	5,000				c2	
d. The City in South Asia					c7	AP1
i. Political Representation and Intermediaries in Urban South Asia						
International Travel & Per Diem for 2 @ \$1800				3,600		
Domestic Travel & Per Diem for 4 @ \$600				2,400		
ii the Built Environment and Urban Infrastructure					c7	
International Travel & Per Diem for 2 @ \$1800				3,600		
Domestic Travel & Per Diem for 4 @ \$600				2,400		
iii. the City as Historical Symbol and Aspirational Future					c7	
International Travel & Per Diem for 2 @ \$1800				3,600		
Domestic Travel & Per Diem for 4 @ \$600				2,400		
iv. Course Development Stipend	5,000				c2	
e. South Asia in Global knowledge Production						
i. Frameworks for Knowledge Conference						AP1
Domestic Travel & Per Diem for 6 @ \$600		3,600	-	-	c8	
International Travel & Per Diem for 2 @ \$1800		3,600				
ii. Penn in South Asia Retrospective					c8	
Domestic Travel & Per Diem for 6 @ \$600	-	3,600	-	-		
iii. New Cultural Histories of South India I and II	-		-	-	c8	
International Travel & Per Diem for 4 @ \$1800		7,200				
iv. Pre-modern Indian Ocean conference					c8	
International Travel & Per Diem for 2 @ \$1800		3,600				
f. Performing Arts Residency					c9,c42-43	
Professional Services for 2@ \$1000	2,000	2,000	2,000	2,000		
Domestic Travel & Per Diem for 2@ \$600	1,200	1,200	1,200	1,200		

Category	T6 Funds	T6 Funds	T6 Funds	T6 Funds	Pg. Ref.	Meets Priority
	2018-19	2019-20	2020-21	2021-22		
g. Short Term Visiting scholars (1 each year)					c4	
Professional Services for 1 @ \$5000	5,000	5,000	5,000	5,000		
International Travel	1,200	1,200	1,200	1,200		
h. Capacity Building workshops					c5	
International Travel & Per Diem for 4 @ \$1800	7,200	7,200	7,200	7,200		
Professional Services for 2 @ \$500	1,000	1,000	1,000	1,000		
i. Collaborative Partnership with Penn Graduate School of Education						
i. Global Education Concentration					c10,c45	CPP # 2
Professional Services for 1 @ \$500	500	500	500	500		
Domestic Travel & Per Diem for 1 @ \$600	600	600	600	600		
ii. Urban Teaching Apprenticeship Program (UTAP)					c10,c46	CPP2, AP2
Global Education Workshops (3 @ \$1500)						
(speaker fees, participant per diem & materials)	4,500	4,500	4,500	4,500		
j. Daylong Language Pedagogy Workshops:					c8	
Professional Services for 1 @ \$1000	1,000	1,000	1,000	1,000		
Domestic Travel & Per Diem for 1 @ \$600	600	600	600	600		
k. South Asia Summer Language Institute (SASLI)					c8	
Annual contribution to joint SA NRC activity	8,000	8,000	8,000	8,000		
l. South Asia Open Archive Consortium						
Annual contribution to joint SA NRC activity	5,000	5,000	5,000	5,000	c10	
4. la. Independent Project Evaluator (L. Chisholm)					c11	
(130 hours @ \$23.00/hr)	3,000	3,000	3,000	3,000		
b. External Evaluation				3,000	c11	
OTHER, SUBTOTAL	124,490	\$131,890	\$118,690	\$127,690		
F. TOTAL DIRECT COSTS						
	\$ 228,658	\$ 237,157	\$ 226,326	\$ 244,896		
G. INDIRECT COSTS @ 8% OF ALL DIRECT COSTS						
	\$18,293	\$18,973	\$18,106	\$19,592		
TOTAL	\$246,950	\$256,130	\$244,432	\$264,488	\$1,012,000	

**University of Pennsylvania
National Resource Center for South Asia
Foreign Language and Area Studies Fellowships**

	GY1	GY2	GY3	GY4	Total
Academic Year					
<u>Graduate Fellowships</u>					
Tuition: 7 Students @ \$18,000	126,000	126,000	126,000	126,000	504,000
Stipend: 7 Students @ \$15,000	105,000	105,000	105,000	105,000	420,000
<u>Undergraduate Fellowships</u>					
Tuition: 4 Students @ \$10,000	40,000	40,000	40,000	40,000	160,000
Stipend: 4 Students @ \$5,000	20,000	20,000	20,000	20,000	80,000
Total, Academic Year	291,000	291,000	291,000	291,000	1,164,000
Summer					
Tuition: 5 Students @ \$5,000	25,000	25,000	25,000	25,000	100,000
Stipends: 5 Students @ \$2,500	12,500	12,500	12,500	12,500	50,000
Total, Summer	37,500	37,500	37,500	37,500	150,000
FLAS 4-YEAR TOTAL	328,500	328,500	328,500	328,500	1,314,000